Fifty Years

1861-1911

WRIGHT STATE UNIVERSITY
LIBRARY

SPECIAL COLLECTION
OF THE
MIAMI VALLEY
GENEALOGICAL SOCIETY

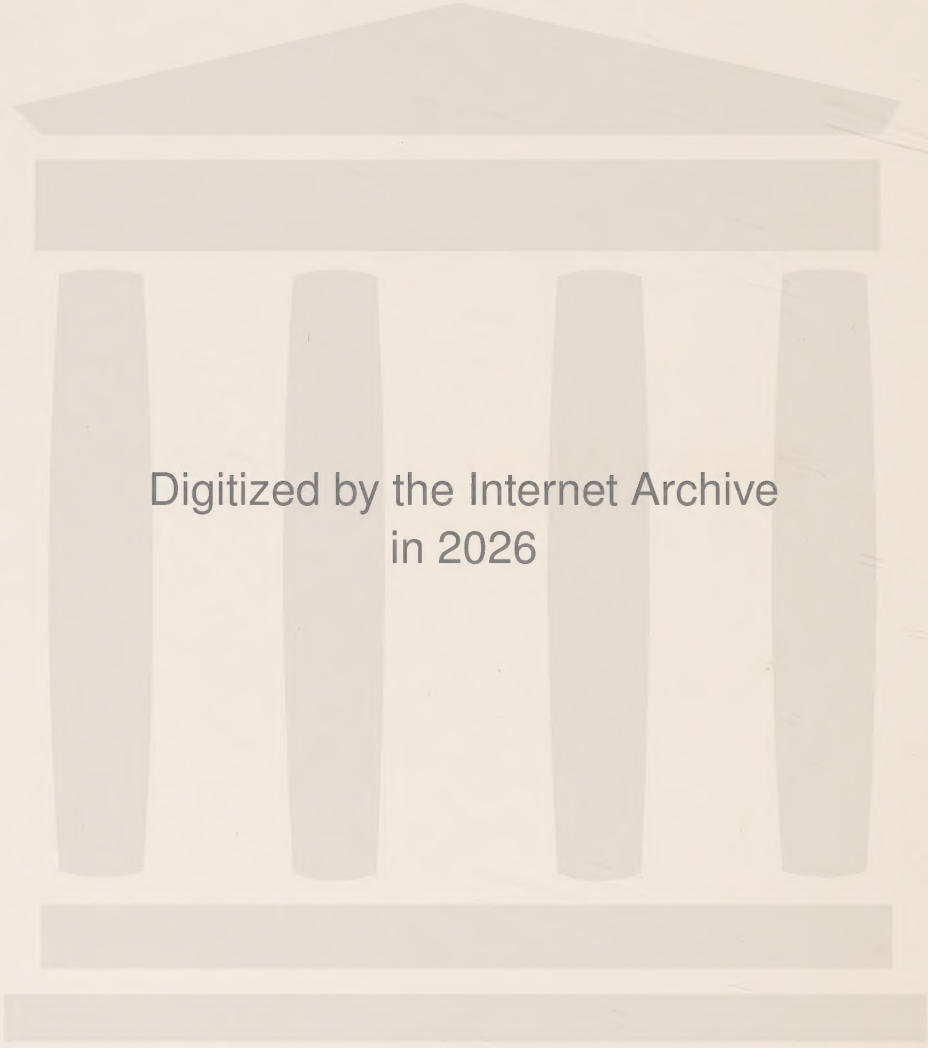
COLS
WRIGHT STATE UNIVERSITY
UNIVERSITY LIBRARY
0 00130046705 5

12 E

WITHDRAWN
WRIGHT STATE UNIVERSITY LIBRARIES

donated by Rita Sanders

MIAMI VALLEY
GENEALOGICAL SOCIETY
P. O. BOX 1364
DAYTON, OHIO 45401


Digitized by the Internet Archive
in 2026

https://archive.org/details/hughesalumnalass0000unse

Hughes Alumnal Association

Old Hughes

The

Hughes Alumnal Association

1861-1911

Published by the
Hughes Alumnal Association
Cincinnati, 1911

"Oft in the stilly night,
Ere Slumber's chain has bound me,
Fond Memory brings the light
Of Old Hughes days around me."

Hughes High School

FOREWORD

AS maturer years creep imperceptibly upon us, the recollections of our youth are ever fraught with sweetest pleasure. The remembrance of those delightful days when life seemed formed of sunny hours are the most pleasant thoughts we have.

Whether in life's first struggles, or in its meridian, or in its declivity, no greater enjoyment is ours than with some friend of early days to talk over the incidents of school life and call up again and again the many friends whom, on the playground or in the classroom, we were wont to meet. Still there must be many a pang of sorrow as we think of those who have gone to their Eternal Home.

The genuine pleasure of recalling the scenes of school life is great, and we ever sigh for the rejuvenating fountain which Ponce de Leon vainly sought. It is not, however, youth alone that we desire, but rather its vigor and energy, united with present judgment and experience. Alas! youth and experience are not co-existent.

When, for the last time at school, they who for years have been close friends and intimate associates — who together have shared the hopes and fears, the joys and sorrows of youth — join hands to sing their class song and are about to leave their Alma Mater to return no more as pupils, the thought comes to every heart, "Shall *we* not meet again?"

They are on the threshold of a new life, where single-handed and alone they must carve a way to success and wring from an often unwilling world — applause. Though in the bright lexicon of youth there is no such word as "fail," and all seems radiant with the rosy hue of hope, still they fain would gather about them the friends of their former happy days. Actuated by such desires, every class, as it left "Old Hughes," *resolved to meet again.* Out in the world, however, with aims and pursuits as numerous and as various as they themselves, they soon found their paths widely divergent. Within a few years after graduation the members of a class were scattered to

the four quarters of the land, and though they would gladly, yes, eagerly, have embraced the opportunity to meet again, this was found impossible without a regular organization to include all graduates of the school and to have a definite time of meeting. There were many futile attempts by individual classes, and it was not until February 1, 1861, that a determined few, who felt that such an organization was necessary and that there were enough graduates to sustain an association, met in the office of Hiram Powers in Short's Building, afterwards the St. James Hotel, Fourth and Hammond Streets, Cincinnati. Mr. Powers was a graduate of "Old Central" and he sympathized with the movement. The result of the meeting was the adoption of a constitution *and the formation of the Hughes Alumnal Association.*

The present organization owes its being to the activity and energy of the following members, who worked diligently to bring it into existence, viz.: A. H. Allen, George F. Sands, L. W. Goss, Littleton J. Omohundro, Charles H. Stephens, R. D. Barney, O. J. Dodds, Samuel A. Butts, Jr., A. J. Wolf, K. W. Smith, R. H. Hosea and James Y. Semple.

The first reunion, held at Greenwood Hall, was a success, and was indorsed by Mr. H. H. Barney, Mr. Knowlton, and Mr. Edwards, who had done so much to give the school its high character.

At this meeting, Albert H. Allen was elected President, James Y. Semple, Recording Secretary, Hiram Powers, Treasurer, and Charles H. Stephens, George F. Sands, Littleton J. Omohundro, K. W. Smith, R. D. Barney and O. J. Dodds, members of the Executive Committee.

The first three officers elected on this occasion have gone to their long homes, but the good work inaugurated at that time still flourishes, growing yearly in strength and influence.

It behooves us who remain to cherish and advance the cause for which these men worked so faithfully and unselfishly.

In commemoration, therefore, of this, the semi-centennial of the Hughes Alumnal Association, this volume is issued, with the hope that it may be a reminder to all Hughes graduates that wherever their lots are cast, whatever distances may separate them, they are all members of the Hughes family, whose pleasant duty it shall always be to do honor to the name of Thomas Hughes and to pay tribute to his memory.

Greenwood Hall

The first Graduation Exercises of the Cincinnati High Schools were held in Greenwood Hall.

The first Reception of the Hughes Alumnal Association was held in this hall.

Executive Committee of Hughes Alumnal Association

OFFICERS
1911-1912

Mr. Roderick D. Barney, President.
Judge Edward J. Dempsey, Mr. Dudley C. Outcalt, Vice-Presidents
Miss Clara B. Jordan, Secretary.
Mr. Louis D. Marks, Treasurer.

Executive Committee

Mr. Harry T. Atkins
Mr. Roderick D. Barney
Judge Jacob H. Bromwell
Judge Edward J. Dempsey
Judge Harry M. Hoffheimer
Miss Clara B. Jordan
Mr. Louis D. Marks
Mr. Jacob Menderson
Mr. Dudley C. Outcalt
Mrs. O. J. Renner
Mr. Robert G. Stevenson
Mrs. Stanley Struble

Vice-Presidents

(Representatives of Hughes Classes.)

Mr. Alfred M. Allen
Mr. Roderick D. Barney
Miss Lillie Becker
Mrs. Blanche Frohman Bloch
Miss Irma Block
Miss Emma Bork
Mr. Alexander W. Bradford
Mr. Lawrence J. Bradford
Mr. William T. Calerdine
Mr. Fyffe Chambers
Mr. Charles Rogers Chesley
Miss Elizabeth Lawler Clark
Miss Wilhelmine Deitemeier
Dr. H. Kennon Dunham
Miss Sallie I. Ezekiel
Mrs. Sarah Brooks Fitch
Miss Mary B. Furness
Mr. David B. Gamble
Mr. Clifford Porter Hall
Miss Caroline R. Hall
Mr. Ben. L. Heidingsfeld
Mr. Thornton M. Hinkle
Mr. Clarence Hoffman
Mr. Fred L. Hoffman
Miss Rebecca F. Isaacs
Mrs. George C. James
Miss Mary Luke Jones
Mr. Rankin D. Jones
Miss Frieda Kaufmann
Mrs. Caroline Newhall Lathrop
Mr. Harry M. Levy
Miss Phebe Logan
Mr. Edwin T. McBirney
Mr. Charles E. McFarlan
Mr. Harry R. Marks
Miss Helen Marqua
Mr. Stanley Mathewson
Mr. J. Menderson
Mrs. Jessie Buchanan Newkirk
Mr. Nathan R. Park
Mr. Joseph S. Peebles
Dr. David Philipson
Miss Isabelle M. Phillips
Mrs. Richard Powell
Miss Mary Burd Prather
Mrs. Joseph Ransohoff
Mrs. Mattie Miller Renner
Mr. Edward Dodson Roberts
Mr. George F. Sands
Mr. Frank Seinsheimer
Mr. Robert G. Stevenson
Mr. Gregory S. Stewart
Mr. Syl. F. Trounstine
Major Augustus M. Van Dyke
Mr. Stanley F. Wilson
Miss Belle Woods
Miss Louise B. Wurtz

THOMAS HUGHES
A NATIVE OF ENGLAND,
DIED IN CINCINNATI, A. D. 1834,
DEVISING MOST OF HIS ESTATE TO TRUSTEES
FOR EDUCATIONAL PURPOSES FOREVER.
IN PURSUANCE OF A CONTRACT BETWEEN
THE CITY OF CINCINNATI,
AND THE TRUSTEES OF THIS AND THE WOODWARD FUND,
MADE A. D. 1851.
THE RENTS ACCUMULATED FROM THE HUGHES ESTATE,
TOGETHER WITH A GRANT FROM THE COMMON SCHOOL FUND,
WERE DEVOTED TO THE PURCHASE OF THIS SITE,
AND THE ERECTION OF THIS EDIFICE,
WHICH IN HONOR
OF THE MUNIFICENT BEQUEST,
IS STYLED THE
HUGHES HIGH SCHOOL.

Tablet in Hughes Hall

Thomas Hughes

A MARBLE tablet in the hall of Hughes High School gives evidence of an enduring monument left by Thomas Hughes to Cincinnati, the city of his adoption.

By his great and wise bequest, this wanderer from a foreign shore has enshrined himself in the hearts of the young and old of our Queen City of the West, and built for himself a monument more proud than the pyramids of Ancient Egypt, and more lasting than the sculptured columns of the Eternal City. We can fancy how the thoughtless boys in the early days in our city pointed the finger in derision at the solitary man who lived with his horse and dogs alone in his humble cabin on Liberty Street, never thinking that in that secluded hut plans were forming by which their very descendants perhaps would rise and call him "blessed." A companion picture for the miser of Marseilles, who, jeered and hooted by the rude populace for his selfishness, in dying, blessed that city with pure and sparkling water by means of his hard-earned and well-saved store, is the spectacle of Thomas Hughes, unloved, unappreciated and misunderstood perhaps during his life, in death opening up a fountain of learning from which have been drinking not alone the poor and destitute children of whom he made mention, but the children of the rich and the intelligent and refined of our city. Unhappy in his married relation, no doubt he took infinite pleasure in the one absorbing idea to which he was wedded — with no voices of light-hearted children echoing around his own hearthstone, his fancy pictured on the walls of his humble cabin the many hundreds, yes, thousands of children whom he was in one sense adopting, whose minds would be made more clear and whose eyes more bright, whose powers for good more expanded and strengthened by the learning he would give them. Unfriended and alone in the present, he was looking forward to the friendship of the future, and in imagination clasping hands with, and receiving the congratulations of, the fathers and mothers of generations yet to be.

No doubt the company that followed the remains of Thomas Hughes to his last resting place on that chill December day, more than eighty-six years ago, seemed to the careless observer like a small one, but they little knew that it was only the head of the procession, for that column numbering in its ranks men of science and of art, lawyers, doctors, statesmen and divines, bright-eyed youth and beauteous maidens, is still passing, and the number is still swelling, till the funeral pageant of a monarch of the present day fades into insignificance, and the triumphal processions of the conquerors of the past are excelled.

Will of Thomas Hughes

Signed December Fourth, Eighteen Hundred Twenty-four

I Thomas Hughes, being sick and weak in body, but of sound mind and memory, and considering the uncertainty of life; do make, publish and declare the following to be my last will and testament —

In the first place, I commit my soul to God who gave it, and my body to be interred in a decent manner, as my Executor hereinafter to be named shall order and direct — and after my funeral expenses, my just debts, and the legacies and bequests herein after named shall be paid — I do order and direct that the remainder of my property shall be disposed of in manner following (to wit)

First, I do give and bequeath to my brother Samuel Hughes the sum of two hundred Dollars in case he be living, and in case he be dead I give and bequeath said sum of two hundred Dollars to his heirs —

Secondly — In consideration of the services rendered me by my worthy friend [illegible] and for his kind care and attention towards me. I do give and bequeath unto him the sum of twenty five Dollars —

Thirdly — And whereas I am the owner of a tract of Land lying in Millcreek Township containing twenty nine acres and one half, said tract of Land is bounded East by [illegible] Hennies and

one James Keys land. North by William Woodwards land. West by James Findlays land one the highway one South by the Township line - In consideration of the services rendered me by my worthy friends John Allendy one James Allendy one for their kind care one attention towards me, I do give one devise to them, their heirs one assigns forever two acres of the aforesaid tract of ground to be taken off the South end thereof, one further I do also give one devise to them the said John Allendy one James Allendy their heirs one assigns forever a further part of said tract of ground (to wit) forty four feet on the road North of X adjoining the three acres above given one devised to them, one extending their same width the whole said devised tract of land Fourthly I do order one direct that my Executors shall sell one dispose of all my personal property one a sufficiency of the land above described one not herein before devised, as shall raise a sum of money sufficient to pay all my just debts the aforesaid Legacies one all charges one expenses - one after paying off all debts Legacies charges one expenses, then all the rest one residue of the above described tract of land that shall so remain unsold one not herein before devised, as also all the rest one residue of my property whether real personal or mixed. I do give devise one bequeath in manner following (one) for the use one

purposes herein after described and set forth (to wit)
It is my will and I do order and direct that all
the rest and residue of my said lands and
property aforesaid shall be appropriated and
applied to the maintainance and support of
a school or schools in the City of Cincinnati
for the education of poor destitute children
whose parents or guardians are unable to pay
for their schooling; the said property, the man-
agement of the funds arising therefrom, the ap-
propriation thereof, and those who are pet-
manently to receive the benefit thereof, I do
place under the control of a Board of Trustees
herein after to be named — And I do hereby nom-
inate constitute and appoint William Woodward
Jacob Wilkins, Nathan Guilford William Greene &
Elisha Gratchkiff all of the City of Cincinnati
aforesaid a board of Trustees to execute the trust
aforesaid and in case of the removal from
said City or the death of any of the said Trustees
or their successors, the survivors or those who remain
in the said City are authorized to appoint others
to fill such vacancy from time to time as need
may require — And I do hereby give and devise
to the said Trustees above named and to their
successors forever to be appointed in manner
aforesaid all the rest & residue of my said
lands & property as aforesaid, to be by them kept and
the rents & profits thereof to be appropriated in manner
aforesaid & for the uses & purposes aforesaid — or else

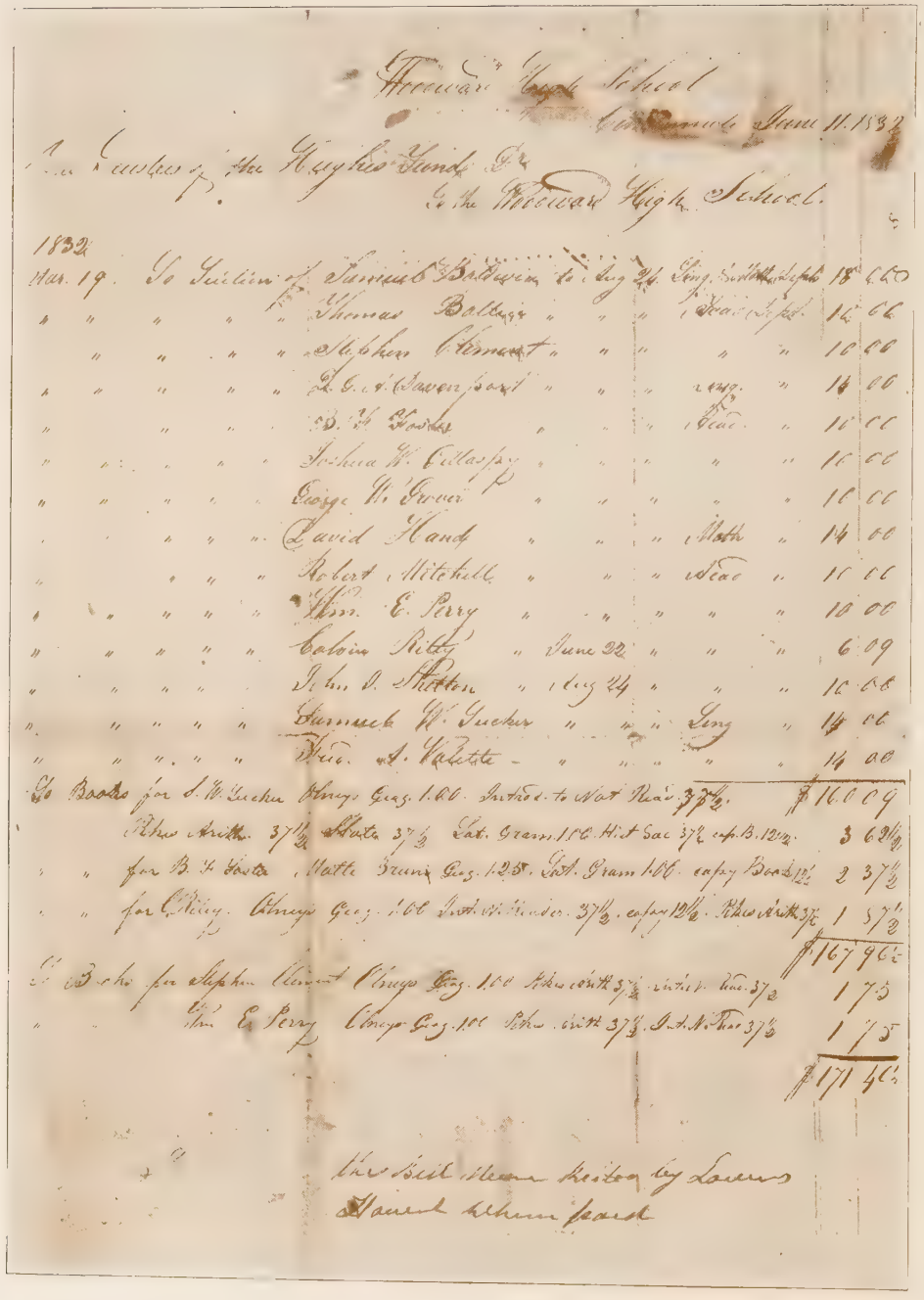
by them said one disposed of and the avails thereof to be provided, and the interest arising thereon to be appropriated for the uses & purposes aforesaid or in their discretion shall best promote the means of education as herein before set forth And further I do order and direct that the Court of Common Pleas of Hamilton County shall & may have right & authority from time to time to require and call said Trustees to an account, and to exercise a discretionary power over them so far as to see that they faithfully execute the aforesaid trust —

Fifthly and last. I do nominate and appoint John McLean of the City of Cincinnati aforesaid the sole Executor of this my last will and testament — In Testimony whereof I have hereunto set my hand and seal this fourth day of December 1829 — — — — —

Thomas Hughes — [seal]

Signed sealed published and declared and acknowledged by Thos Hughes the above named Testator, to be his last will and testament in the presence of us who have hereunto at his request and in the presence of each other subscribed our names as witnesses the same day and year aforesaid

Josiah Morehead
Daniel T. Leavitt



Woodward High School

Cincinnati June 11 1832

Trustees of the Hughes Fund Dr
to the Woodward High School.

1832

Mar. 19. To Tuition of Samuel Baldwin to Aug 24 Eng. Arith. Alg. 18 00

" " " " " Thomas Baldwin " " " " " 14 00

" " " " " Stephen Clement " " " " " 10 00

" " " " " D. C. & Owen Scott " " " Eng. " 14 00

" " " " " B. F. Foster " " " Geo. " 10 00

" " " " " Joshua W. Gillespie " " " " " 10 00

" " " " " George W. Grover " " " " " 10 00

" " " " " David Hand " " " Math " 14 00

" " " " " Robert Mitchell " " " Geo " 10 00

" " " " " Wm. E. Perry " " " " " 10 00

" " " " " Calvin Ritty " June 22 " " " 6 09

" " " " " John D. Shotton " Aug 24 " " " 10 00

" " " " " Hannuck W. Sucker " " " Eng " 14 00

" " " " " Wm. A. Valentine " " " " " 14 00

To Books for S. W. Sucker Chmys Eng. 1.00 Introd. to Nat Phil 37½. $1 00 09

" " Rhet. Arith. 37½ Alg. 37½ Sat. Gram. 1.00 Hist Sac 37½ cap B. 12½ 3 62½

" " for B. F. Foster Math Gram Geog. 1.25 Sat. Gram 1.00 copy Book 12½ 2 37½

" " for C. Ritty Chmys Geog 1.00 Int. of Reader 37½ copy 12½ Rhet Arith 37½ 1 87½

$167 96¢

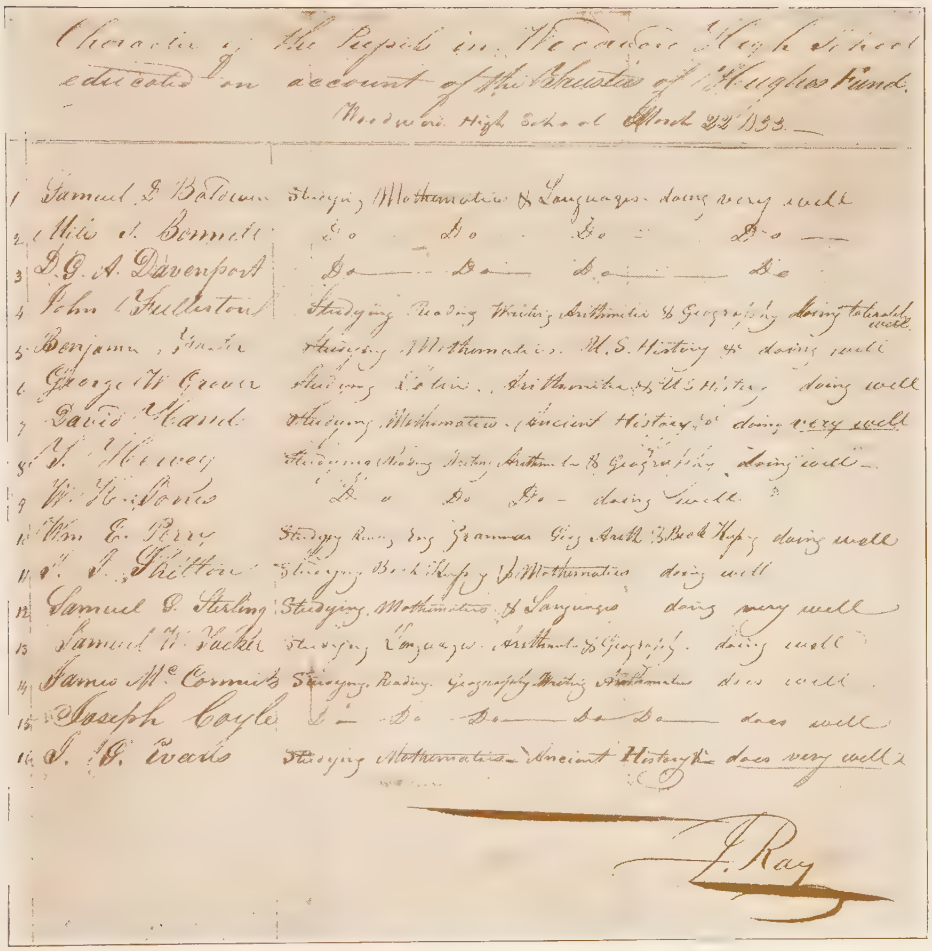
To Books for Stephen Clement Chmys Eng. 1.00 Rhet Arith 37½ Introd. Nat. 37½ 1 75

" " Wm E Perry Chmys Eng. 1.00 Rhet. Arith 37½ Int. to Nat Phil 37½ 1 75

$171 46¢

Rec'd Bill Above Rendered by Lawrence
Samuel Lehman Treasd

Facsimile of a bill paid by the Hughes Trustees for tuition and books of pupils attending Woodward High School, which at that time was a private school.



Character of the Pupils in Woodward High School
educated on account of the Charities of Hughes Fund.
Woodward High School Week 22/33.

1	Samuel L Baldwin	Studying Mathematics & Languages doing very well
2	Wm A. Bennett	Do Do Do Do
3	D.G.A. Davenport	Do Do Do Do
4	John Fullerton	Studying Reading Writing Arithmetic & Geography doing tolerable well
5	Benjamin Gaster	Studying Mathematics U.S. History &c doing well
6	George W Grover	Studying Latin Arithmetic & U.S History doing well
7	David Hand	Studying Mathematics Ancient History &c doing very well
8	N. Harvey	Studying Reading Writing Arithmetic & Geography doing well
9	W. Hoskins	Do Do Do doing well
10	Wm E. Perry	Studying Reading Eng Grammar Geog Arith & Book Keep doing well
11	W. S. Shelton	Studying Book Keeping & Mathematics doing well
12	Samuel D. Stirling	Studying Mathematics & Languages doing very well
13	Samuel W. Tuckle	Studying Languages Arithmetic & Geography doing well
14	James Mc Cormick	Studying Reading Geography Writing Arithmetic does well
15	Joseph Coyle	Do Do Do Do Do does well
16	J. W. Evans	Studying Mathematics Ancient History &c does very well

L. Ray

Facsimile of a report received by Hughes Trustees in regard to the standing of pupils whose tuition at Woodward, a private school, was paid from the Hughes Fund.

Historical Sketch
of
Hughes High School

THOMAS HUGHES, after whom Hughes High School was named, died December 26, 1824, leaving a will dated twenty-two days before his death, by which he left his property to the City of Cincinnati for the education of poor children. This is the oldest of all the bequests for education now available in this city. This property, consisting of land within the present limits of the city, was left in the hands of a board of five trustees named in the will, who were to administer the trust and who were also given power to fill all vacancies that might occur in the board.

The income from this property for the first ten years was used to pay for the education of indigent pupils in the Woodward College, a private institution that was in existence before the organization of the present Woodward High School. Of the money collected from rents during the next five years, over $6,000 was lost through the misappropriation of funds by one of the trustees.

In 1845 a lot for a high school was purchased on Ninth Street, between Race and Vine, at a cost of $9,000. No building, however, was erected on this lot, and in 1851 it was sold for $15,700, and the lot where the old school building stands on Fifth Street, opposite Mound, was purchased for $18,000. Meanwhile, in 1847, the Central School was opened in the basement of the Lutheran Church on Walnut Street, with Mr. H. H. Barney as principal. The next year the school was moved to what is now Longworth Street, between Race and Elm, where it remained until after the organization of the present Hughes and Woodward High Schools.

In pursuance of an act passed by the legislature in 1845, a tripartite contract was entered into in May, 1851, between the Trustees of the Hughes Fund, the Trustees of the Woodward Fund, and the Trustees and Visitors of Common Schools of Cincinnati, whereby the Hughes and Woodward Funds were to be consolidated with the common school

fund of the city, and a Union Board of High Schools was provided for, to have charge of the two high schools to be organized.

The consolidation of these funds, and the organization of free public high schools, had been under discussion ever since the passage of the law in 1845, and had awakened some bitter opposition. Mr. Barney, Principal of the Central School, had taken a prominent part in this discussion in favor of the law, and the views which he represented had finally prevailed. The Union Board of High Schools, composed of seven members representing the Hughes and Woodward Funds, and six members each year from the Trustees and Visitors of Common Schools, was organized July 22, 1851, and entered upon its duties. In May, 1895, this contract was modified so as to give the Common School Board seven members instead of six. Upon the organization of the board it was decided that Race Street should be the dividing line between the two schools, all pupils west of that line to remain at the Central School, which was henceforth to be known as the Hughes High School, and all pupils east of that line to go to the building that already stood on the Woodward lot, and to constitute the Woodward High School. This took place on the 16th of September, 1851, and on that date the Hughes and Woodward free public high schools entered upon their career.

In July, 1852, there was graduated at Greenwood Hall the first class of Hughes pupils.

During the following year the new building was erected on the lot on Fifth Street, opposite Mound. This building was imposing in its architecture and was considered at the time as affording exceptionally fine accommodations for the school. It was formally accepted from the contractors on January 5th, was dedicated with public exercises on Monday, January 17th, and the school immediately moved into these new quarters with Mr. Barney and his corps of assistants in charge.

But the reputation of Mr. Barney had extended over the state, and in a few weeks after the opening of the school he was elected State School Commissioner of Ohio. He continued in his place as principal of the school until February, 1854, when he resigned to enter upon the duties of his new office.

Mr. Barney was succeeded in the principalship by Mr. Cyrus Knowlton, a graduate of Brown University, who had for several years served as an assistant in the school. Mr. Knowlton continued in the office of principal until the year 1860, when he resigned, with the intention of entering upon the practice of the law.

The Hughes School was especially fortunate in having two such men as principals in its early years. Mr. Barney had shown his ability not only as an administrator of the affairs of the school, but also as an advocate both by tongue and pen of the cause of free public education and of the high school as a legitimate part of that system. It was a time when these were burning questions, and when the discussion of them was the order of the day, and when the cause of public education needed bold and aggressive champions. Mr. Barney bore an honorable part in this conflict. Mr. Thornton M. Hinkle, in his address on Founder's Day, 1898, in speaking on this subject, says: "Mr. Barney and his associates, the victors in the struggle of 1845 to 1853, are entitled to as much honor as any of the heroes in our recent war. They settled the question, and it is no longer open for debate in Ohio. They insured the perpetuity of our school system."

Mr. Knowlton was a man of marked qualities of character that eminently fitted him for the position to which he had succeeded. Not only as an administrator, but as an instructor, he exerted a potent and lasting influence upon the students of the school; and many who have now grown to manhood and womanhood acknowledge their great indebtedness to him and cherish his memory with gratitude and affection. These two men gave a tone and direction to the school that have characterized it to the present day.

Upon the retirement of Mr. Knowlton, Dr. Joseph L. Thornton, who had been a teacher in the Woodward High School, was chosen principal. The school continued under his leadership for thirteen years, until the close of the school year 1872-3, when he resigned. Upon his resignation, the Union Board passed unanimously the following resolution: "*Resolved,* that, in accepting the declination of Dr. Jos. L. Thornton to reappointment as principal of Hughes High School, after thirteen years' faithful service, this board hereby expresses its confidence and appreciation of him as a man of high and

unblemished moral character, diligent and faithful as a teacher and an ardent friend of the public schools."

The school opened in September, 1873, with Mr. John M. Edwards, who had been a teacher in the Central School, and had been in the Hughes from the beginning, acting as principal.

In December of the same year, one whose name is known far and wide, Mr. E. W. Coy, who had been appointed principal, entered upon the duties of his office.

The work that the Hughes School has done has established for it a reputation that can not without strenuous effort be sustained in the new building.

Let this thought be an inspiration to all, and not only awaken ambition, but also increase the loyalty to the very name, Hughes.

ATHLETICS

Hughes Teachers
1847-1910

The names of all who taught in Hughes at any time between 1847, the year of the organization of the High School System, and 1910, when the old building was abandoned for the new one, appear in the following list:

H. H. Barney, Principal
Miss Atkins, Female Principal
John M. Edwards
Miss F. Ellen Cassat
Cyrus Knowlton, Principal
Charles Aiken
Joseph L. Thornton, Principal
Amelia S. Wright, Female Principal
Hannah B. Coons
Ellen Freeman
Alphonse Brunner
Sigismund Veith
Charles F. Wehmer
Ellen Fresnauer
Gus A. Schmidt
Conrad Hotze
Isabelle C. Porter
D. H. Baldwin
Mary Clarke
Caroline Smith
Charles Aiken
Harriet E. Nason
Charles Stetson
Herman H. Raschig
Lucy S. Patrick
Charles M. Foster
Lewis Freeman
B. B. Sherman
L. W. Mason
Augusta M. Hawley
Jane Howison
Bertha Metz
Emil Kuhn
Ellen M. Patrick
Arthur M. Stem
E. D. Mason
J. H. Bromwell
Clara B. Jordan
E. W. Coy, Principal
Andrew F. West
M. W. Smith
Josephine Horton
S. S. Hammil
Theodore Diemer
Henry B. Furness
Bertha E. Metz-Beck
Lucia Stickney
Alan Sanders
Elise Aubert
Therese Kirchberger
Eva B. Kendall
Hannah C. Smith
Wm. E. Waters
Alma Oyler
Anna M. Goodloe
Blanche Veillard
A. W. Roberts
Alice W. Hall
J. O. Rolfe
Emma Morhard
Celia Doerner
Jeannette Cist
Charles C. Swafford
W. H. Venable
W. N. Mumper
J. Remsen Bishop
Frances Kohnky
O. W. Martin
Anna Hobart
Wm. A. Ocker
Carrie Hull
J. Warren Ritchey
T. W. Gosling
Mary B. Prather
Frederick A. King
Nora Ettlinger
Joseph Grever
M. Julia Bentley
Amy L. Schoff
Lucy M. Lambdin
Rebecca Rosenthal
Agatha Rice
Eleanor C. O'Connell
Gustav Eckstein
Wm. Osburn
E. A. Poos
Ella E. Brite
Ada Weber
Hermine Hansen
Max Braam
Anna C. Strautmann
Jennie Allgaier
Louise B. Wurtz
Ben. H. Siehl
Thos. R. Berry
Louis E. Aiken
E. F. Bergman
Albert F. Kuersteiner

Hughes Teachers
1910-1911

Dr. E. W. Coy, Principal.

Mathematics
- Alan Sanders
- Anna M. Goodloe
- Alice W. Hall
- Ben. H. Siehl
- A. E. Breece
- D. L. Burke
- Charles F. Siehl
- George Bauman
- Ethel Sanders

History
- Thomas R. Berry
- Elizabeth Thorndyke

Drawing
- Wm. P. Teal
- Mary Elizabeth Hyde

English
- T. W. Gosling
- Agnes L. Brown
- Jennie Allgaier
- Eleanor Passel
- Elizabeth Zanoni
- Alice E. Von Stein
- Louise E. Bentley

Greek
- Frederick A. King

Latin
- Clara B. Jordan
- Mary B. Prather
- Nora Ettlinger
- Frederick A. King
- M. Julia Bentley
- Erna Kruckemeyer
- Elberta Bigler

German
- Joseph Grever
- E. F. Bergman
- A. I. Mayer
- Paul A. von Horn

French
- Emma Morhard

Spanish
- Emma Frick

Elocution
- Lucy M. Lambdin

Botany and Zoology
- Max Braam
- Hermine Hansen

Chemistry
- O. W. Martin

Physics
- J. Warren Ritchey

Physical Culture
- E. A. Poos
- Edna P. Brown
- F. E. Tischbein
- Elsie Schriefer

Music
- Louis E. Aiken

Domestic Science
- Clementine Pierson
- Anna B. Irwin
- Grace H. Hopson
- Myrtle Snyder

Commercial Course
- L. R. Garbutt
- J. K. Condon

Manual Training
- C. R. Walker
- John Schick, Jr.
- F. M. Holder, Jr.
- W. S. Berry.

H. H. Barney

First Principal of Hughes

H. H. Barney

MR. BARNEY was graduated at Williams College, under the famous old Dr. Nott, one of the *"di maiorum gentium."* That Mr. Barney bore away some of the "notty" strength of that old hero is amply shown by his deeds in Ohio.

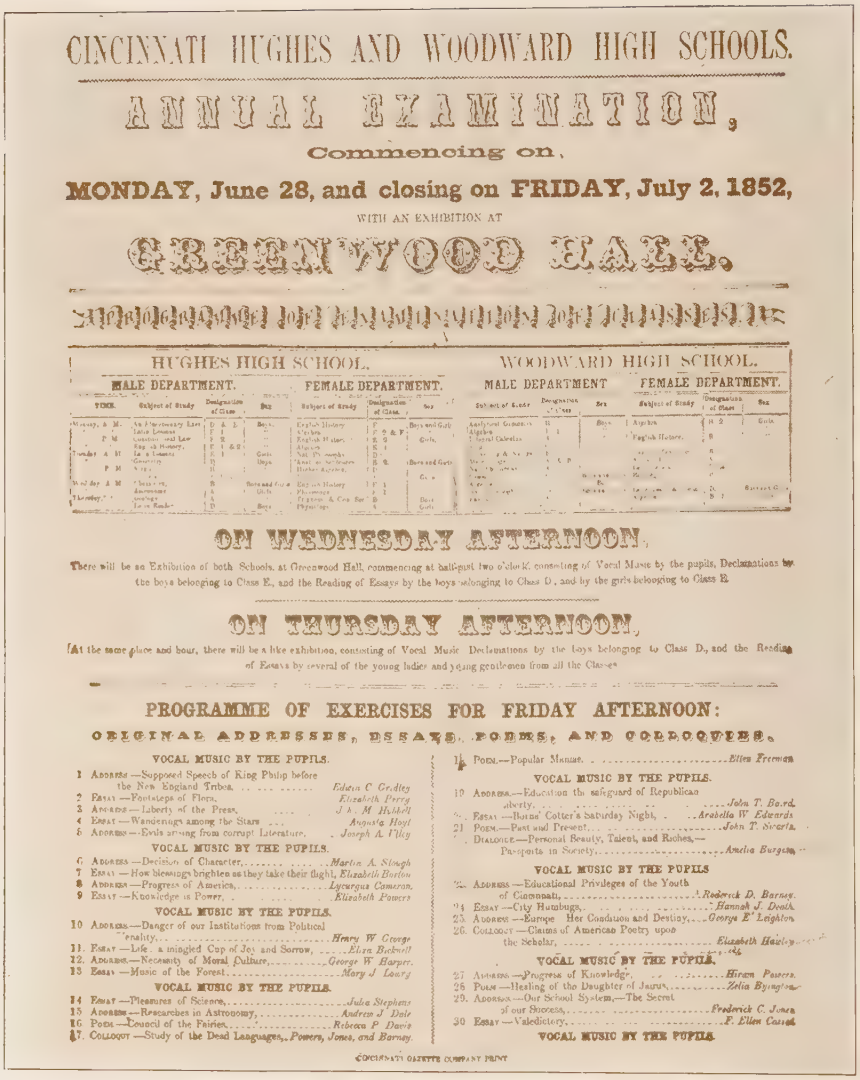
It is Mr. Barney's especial glory — and glory enough for one man — that he inaugurated the present High School System which has already scattered so widely its benign influences — and also the present Ohio School Law, the glory of our age.

"These be bloodless victories, whose
Trophies time shall never dim."

Mr. Barney remained connected with the Hughes School until February, 1854, when he was called to supervise, as School Commissioner, the educational system of the whole State of Ohio. Long may our people avail themselves of the benefits of his experience, his wisdom and his skill!

It is our especial glory that the one who was the "Father of the High School System" was the first principal of Hughes.

Although no sun of popular favor warmed our school into life, no breeze of public applause fanned it to strength, it quietly budded in its own strength, and grew stronger and stronger under the constant care and attention of H. H. Barney.



CINCINNATI HUGHES AND WOODWARD HIGH SCHOOLS.

ANNUAL EXAMINATION,

Commencing on

MONDAY, June 28, and closing on FRIDAY, July 2, 1852,

WITH AN EXHIBITION AT

GREENWOOD HALL.

HUGHES HIGH SCHOOL.

MALE DEPARTMENT.

TIME.	Subject of Study	Designation of Class	Sex
Monday, A. M.	An Elementary Lesson	D & E	Boys
"	Latin Lessons	F	"
" P. M.	Grammar and Law	F & E	"
"	Eng. ish History	F & E	"
Tuesday, A. M.	Lessons	F	Girls
"	Geography	D	Boys
" P. M.	Natural Philosophy	B	"
	Arithmetic	H	"
Wednesday, A. M.	Algebra,	B	Boys and Girls
	Astronomy	A	Girls
	Geology	A	"
Thursday, "	Lessons in Book-keeping	D	Boys
	Physiology	A	Girls

FEMALE DEPARTMENT.

Subject of Study	Designation of Class	Sex
English History	F	Boys and Girls
Algebra	F & E	"
English Literature	E & D	Girls
Algebra	E	"
Natural Philosophy	D	"
Natural Philosophy	B	Boys and Girls
Higher Arithmetic	F	"
Geography	G	Girls
English History	F	"
Philosophy	D	"
Rhetoric & Com. Law	B	Boys
Physiology	A	Girls

WOODWARD HIGH SCHOOL.

MALE DEPARTMENT

Subject of Study	Designation of Class	Sex
Analytical Geometry	B	Boys
Algebra	E	"
Natural Philosophy	A	"
Algebra	E	"
Natural Philosophy	D	"
Natural Philosophy	B	"
Natural Philosophy	A	"
Rhetoric	B	"
Chemistry	A	"
Physiology	A	"

FEMALE DEPARTMENT.

Subject of Study	Designation of Class	Sex
Algebra	H 2	Girls
English History	B	"
Algebra	E	"
Natural Philosophy	D	"
Natural Philosophy	B	"
Rhetoric	B	"
Chemistry	A	"
Physiology	A	"

ON WEDNESDAY AFTERNOON,

There will be an Exhibition of both Schools, at Greenwood Hall, commencing at half-past two o'clock, consisting of Vocal Music by the pupils, Declamations by the boys belonging to Class E, and the Reading of Essays by the boys belonging to Class D, and by the girls belonging to Class E.

ON THURSDAY AFTERNOON,

At the same place and hour, there will be a like exhibition, consisting of Vocal Music Declamations by the boys belonging to Class D, and the Reading of Essays by several of the young ladies and young gentlemen from all the Classes

PROGRAMME OF EXERCISES FOR FRIDAY AFTERNOON:

ORIGINAL ADDRESSES, ESSAYS, POEMS, AND COLLOQUIES.

VOCAL MUSIC BY THE PUPILS.

1 Address.—Supposed Speech of King Philip before the New England Tribes.....*Edwin C. Cridley*
2 Essay.—Footsteps of Flora.....*Elizabeth Perry*
3 Address.—Liberty of the Press.....*J. h. M. Hibbell*
4 Essay.—Wanderings among the Stars.....*Augusta Hoyt*
5 Address.—Evils arising from corrupt Literature.....*Joseph A. Flicy*

VOCAL MUSIC BY THE PUPILS.

6 Address.—Decision of Character.....*Martin A. Slough*
7 Essay.—How blessings brighten as they take their flight.....*Elizabeth Barton*
8 Address.—Progress of America.....*Lycurgus Cameron.*
9 Essay.—Knowledge is Power.....*Elizabeth Powers*

VOCAL MUSIC BY THE PUPILS.

10 Address.—Danger of our Institutions from Political Tenality.....*Henry W George*
11 Essay.—Life: a mingled Cup of Joy and Sorrow.....*Eliza Bockwell*
12 Address.—Necessity of Moral Culture.....*George W Harper.*
13 Essay.—Music of the Forest.....*Mary J Lowry*

VOCAL MUSIC BY THE PUPILS.

14 Essay.—Pleasures of Science.....*Julia Stephens*
15 Address.—Researches in Astronomy.....*Andrew J. Dair*
16 Poem.—Council of the Fairies.....*Rebecca P. Davis*
17. Colloquy.—Study of the Dead Languages.....*Powers, Jones, and Barney.*
18 Poem.—Popular Manias.....*Ellen Freeman*

VOCAL MUSIC BY THE PUPILS.

19 Address.—Education the safeguard of Republican liberty.....*John T. Beard.*
20 Essay.—Burns' Cotter's Saturday Night.....*Arabella W. Edwards*
21 Poem.—Past and Present.....*John T. Sweetland.*
22 Dialogue.—Personal Beauty, Talent, and Riches,—Passports in Society.....*Amelia Burgess.*

VOCAL MUSIC BY THE PUPILS

23 Address.—Educational Privileges of the Youth of Cincinnati.....*Roderick D. Barney.*
24 Essay.—City Humbugs.....*Hannah J. Death.*
25 Address.—Europe Her Condition and Destiny.....*George E. Leighton.*
26 Colloquy.—Claims of American Poetry upon the Scholar.....*Elizabeth Hawley.*

VOCAL MUSIC BY THE PUPILS.

27 Address.—Progress of Knowledge.....*Hiram Powers.*
28 Poem.—Healing of the Daughter of Jairus.....*Zelia Byington.*
29 Address.—Our School System.—The Secret of our Success.....*Frederick C. Jones*
30 Essay.—Valedictory.....*F. Ellen Cassat.*

VOCAL MUSIC BY THE PUPILS.

CINCINNATI GAZETTE COMPANY PRINT

The above is a reproduction of the programme of the first high school commencement exercises ever held in Cincinnati. There were but four graduates — Amelia Burgess, Elizabeth Hawley, Zelia Byington and F. Ellen Cassat — and they were from Hughes High School, having entered as pupils in the Central High School, first located in the basement of the Lutheran Church on Walnut Street, and later in a building on Longworth Street, between Race and Elm Streets. The others on the programme were pupils of both Hughes and Woodward High Schools. The original from which this reproduction was made is the only one known to be in existence.

Marble Tablet in Hughes Hall

Contract

Between the Trustees and Visitors of Common Schools of Cincinnati, the Trustees of the Woodward College and High School, and the Trustees of the Hughes Fund, for the establishment of Free City High Schools.

WHEREAS, By an act of the General Assembly of the State of Ohio, passed February 11, 1845, the Trustees and Visitors of Common Schools of the City of Cincinnati, for the purpose of better organizing and classifying the schools under their supervision, are empowered to establish, with the consent of the City Council, such other grades of schools than those already established, as may to them seem necessary and expedient, and for the furtherance of the above named object are also empowered, by and with the advice and consent of the City Council, to contract with any person or persons, whether in their individual, corporate, or fiduciary capacity, or with any institutions, in relation to any funds that may be at the disposal of such person or persons, or such institution, for the education of all such children as are entitled to the benefit of Common School Fund instruction in said city. And

WHEREAS, The Board of Trustees of the Woodward College and High School, and the Trustees of the Hughes Fund, have, under their control, large amounts of property and money, intended to furnish High School education to the poorer portion of youth, which they are desirous to unite with the City School Fund, under an arrangement with the Trustees and Visitors of Common Schools, and under a general plan which will secure High School instruction to all the youth of the city of both sexes.

NOW THEREFORE, To accomplish the purposes aforesaid, the parties aforesaid, that is to say, the Trustees and Visitors of the Common Schools, of the first part, the Trustees of the Woodward College and High School, of the second part, and the Trustees of the Hughes Fund, of the third part, have entered into the following contract:

It is agreed that, as soon hereafter as practicable, High Schools for boys and girls, one to be styled the Cincinnati Woodward High School, and the other the Cincinnati Hughes High School, shall be established as hereinafter provided, to be under the direction of a

Board of Trustees, which shall be composed of six members to be elected by the Board of Trustees and Visitors of Common Schools from their number, the two permanent members of the Woodward Board, the three members of said Board elected by the City Council, and two members of the Hughes Board, elected from their number, making thirteen in all, which Board shall have the usual power of trustees for the management of said schools.

It is further agreed that the party of the first part shall provide as much money as, added to the properties and funds of the second and third parties, will furnish High Schools that will accommodate and educate all the white youth of the city who may apply for admission into such High Schools, and who may be sufficiently advanced in the several studies, according to the rules that may be prescribed by the Board to be appointed as aforesaid — provided that the standard of attainment to be fixed for admission into such High Schools shall not be lower, unless with the concurrence of the party of the first part, than that now established for the City Central School; and that, with the like concurrence of said Board, provision shall be made for teaching all the branches now taught in the Central School, and such other branches as the said Board may, from time to time, prescribe: Provided, however, that the funds required to be appropriated by the party of the first part shall not in any wise impair the efficiency and permanency of the Common School System as now existing in said city.

It is agreed that the said Board of Trustees shall appoint the professors, teachers, and others performing any duty or service connected with said School, and the said Board of Trustees shall recommend to the party of the first part the salaries or compensation proper to be paid to the persons so appointed or employed; but the party of the first part shall fix the amount of such salaries and compensation, and shall audit and order payment of the same, as well as all other incidental expenses connected with said schools — provided no person shall be appointed as teacher who has not been examined and received his certificate from the Board of Examiners, as is now, or may be hereafter, required by law; and no scholar shall be received into said High Schools who is not a resident of the City of Cincinnati, and no tuition fee shall ever be received from any scholar admitted into said schools.

The party of the second part agrees to place at the disposal of the Board of Trustees herein provided, for the use and support of the High Schools contemplated by this arrangement, a lot of ground

220 feet front on Franklin Street by 200 feet deep to Woodward Street, with the building thereon, and the net annual income of the Woodward Fund, now valued at, say, four thousand five hundred dollars per annum.

The party of the third part agrees to contribute as aforesaid, the lot of ground belonging to the Hughes Fund, 90 feet front on Ninth Street, east of Vine Street, by 120 feet deep, the amount of cash now on hand, about fifteen thousand dollars, and the net annual income from rents, etc., valued at two thousand dollars.

That as soon as this agreement is ratified by all parties hereto, the Board aforesaid shall be organized and proceed to adopt a plan, and erect a suitable building on the Hughes lot on Ninth Street for a High School, large enough to accommodate five hundred scholars, and the money in the hands of the Trustees of the Hughes Fund shall be applied so far as the same may be required to defray the expense thereof; and the said Board shall also adopt a plan for, and erect a suitable building for a High School on the Woodward lot on Franklin Street, at the cost of the said party of the first part, large enough to accommodate five hundred scholars, and both of said buildings shall be erected and the schools therein opened under this agreement immediately after the vacation of 1851 — and immediately thereafter, and thenceforth the net annual incomes of the properties of the second and third parties shall be paid over, quarterly, as collected, to such city officer, as shall have charge of other City School Funds, to be applied toward the support of the High Schools of the city as aforesaid.

Provided, if the said party of the first part should refuse or neglect to comply with the engagements entered into as aforesaid by the said party of the first part, then the engagements aforesaid of the second and third parties may be held as cancelled, and the said second and third parties may resume and separately contract their respective properties and funds as if this contract had never been made — and provided further that in case of such cancelling of this contract, the party of the second part will pay to the said party of the first part, for the building to be erected as aforesaid, what such building may be worth, in four annual payments with interest from the date of award on the amount awarded, the value to be fixed by two men, one of whom shall be chosen by each party, and if they can not agree, they two shall choose a third.

The party of the third part also agrees to refund to the party of the first part whatever amount, if any, said party of the first part may advance toward the erection of the building herein provided for on

the lot on Ninth Street, over and above the fifteen thousand dollars now on hand for that purpose, due allowance being made, in proportion to the amount advanced, for ordinary wear and tear of the buildings, to be determined in manner above stated, between the first and second parties.

On behalf of the Trustees and Visitors of the Common Schools of Cincinnati, by an order of the Board to that effect.

B. Storer, *President.*

For Trustees of Woodward College and High School,

Samuel Lewis,
President of Board of Trustees.

By order of the Board of Trustees of the Hughes Fund,

W. Greene, *President.*

Resolution of the City Council

Adopted May 19, 1851.

Resolved, By the City Council of the City of Cincinnati, that this Board promptly and heartily advises and consents to the confirmation and execution of the triple contract of the Board of Trustees and Visitors of Common Schools of Cincinnati, of the Trustees of Woodward College and High School, and of the Trustees of the Hughes Fund, hereto attached, according to the provisions of Act of General Assembly, passed July 11, 1845, and to the fullest extent that such advice and consent may be necessary: Provided that the said Board of Trustees will consent to rescind the requisite of building one of said school houses upon the Hughes lot, and will consent to its sale, and purchase of another lot in a more western part of the city with the proceeds of said sale.

The foregoing proviso being accepted by all the parties to the above contract, the Hughes lot on Ninth Street was sold, and a lot on the south side of Fifth Street, opposite Mound Street, 95 feet front by 200 feet deep, purchased in its place.

Minutes, page 83, January 26, 1858, show net balance contributed by the Common School Fund for erection of Hughes High School Building to be $8,500.

Dr. Cyrus Knowlton

Second Principal of Hughes

Cyrus Knowlton

A PURE white marble headstone in the beautiful cemetery at Brandon, Vermont, bears the inscription:

CYRUS KNOWLTON.
Died at Glendale, Ohio,
December 31, 1861, Æ. 39 yrs.

This is as much as is recorded of a majority of mankind, and even more than many, after the lapse of a few years, care to read.

It was Mr. Knowlton's fortune to be for several years an important part of an institution to whose influence we can fix no limit. When, in September, 1848, it became necessary to appoint in the "Old Central School" an additional teacher on whom was in time to devolve the administrative management of the prospective Hughes High School, the choice of the School Board, confirmed by the judgment of Mr. H. H. Barney, fell on Mr. Knowlton.

As a teacher in the Central School, and subsequently in the Hughes High School, Mr. Knowlton proved the judicious selection. His maxim was duty; his means, work; his opportunity, his position.

In February, 1854, Mr. H. H. Barney, under whose administration the Hughes School had been organized and had become a cherished part of our system, was called to a wider field of labor.

Mr. Knowlton's succession as principal seemed simply an enlargement of his opportunity, and with him duty and work were intensified by increased responsibility. It is in this character, as principal of Hughes, that Mr. Knowlton will be remembered and regarded as the center from which emanated forces which will never cease to be exerted for good.

Education in his theory comprehended available knowledge, the widest culture, and the complete development of the best character.

What was this possible secret of school government — his wonderful control over his pupils?

Slender of person, his features marked and pleasing, he was one to be remembered. His high character found expression in feature, attitude and gesture. Language added force to natural expression, law to influence, and his power was felt by every member of the school of which he was the head.

An extract from the eloquent sermon of Dr. Shepardson, at the funeral of Mr. Knowlton, is better than anything else that may be said: "The Cincinnati schools owe him a debt that can never be paid. His silent influence has pervaded the whole system. A living, earnest soul, full of enthusiasm, he seemed to be impelled from within to toil on incessantly for the education of others."

If he seemed cold or distant, this was because he was absorbed and anxious. If he seemed abrupt, almost blunt, one knew that he was always candid, frank, honest. He never made any false pretensions to friendship, but his pupils almost adored him.

Dr. Joseph L. Thornton

Third Principal of Hughes

Joseph L. Thornton

DR. THORNTON, whose massive frame was a fit tenement for a great and generous heart, was for thirteen years at the helm of Hughes. His magnetic influence, his exceptional enthusiasm, often gave new life and new strength to a discouraged pupil.

Fortunate, indeed, were the boys and girls who looked to him for words of counsel and admonition. Unfortunate did they consider themselves, when he decided to try the simple life, to go back to the soil, to get nearer to nature.

For more than thirty years he enjoyed his farm near Middletown, Ohio, before he laid down the burden of life. His remains were brought to Spring Grove Cemetery, where they were interred in July, 1895.

John M. Edwards

John M. Edwards

THE names Barney and Edwards are closely connected with the earliest days of Hughes, for until the Central School was moved from Walnut Street to Center Street, in February, 1848, Mr. Barney and Mr. Edwards were the only teachers. To this work Mr. Edwards' heart was given, and in this employment his standard was high and his devotion intense.

This gentle man could make the way of the transgressor hard, for under his scrutinizing inquiry, such transgressor was usually his own accuser. The countenance of the boldest culprit would fall before his penetrating eye, and the most ingenious fabrication would crumble under his searching examination.

If, however, his rebuke was keen and incisive, his approval, though not demonstrative, was pervading and satisfying.

Mr. Edwards acted as principal from the time of the resignation of Dr. Thornton until the appointment of Mr. Coy.

Even then he was planning to retire, much to the regret of his many friends, who had for so many years seen his influence develop in the many girls and boys with whom he had come in daily contact.

After much persuasion he remained in the school until 1876, when he went to Marlboro, Massachusetts, to lead the kind of life that he enjoyed — a quiet life with his wife (who had been female principal at Hughes) and his books as companions.

In the spring of 1893, former pupils of Mr. Edwards assembled in large numbers in Spring Grove Chapel to pay their last tribute of respect to him who had been so dear to them. Although his remains had been interred in Marlboro, they were later, in accordance with his wishes, brought to Cincinnati, where so much of his life had been passed.

Founder's Day

HUGHES HIGH SCHOOL celebrated Founder's Day for the first time on the afternoon of December 3, 1898.

The celebrating of Founder's Day was the suggestion of Major Van Dyke, who, although a teacher in Woodward, was a graduate of Hughes. The matter was taken up with enthusiasm, and the attendance attested the love of the former pupils for their alma mater.

Seven hundred invitations were issued, and acceptances were received from more than five hundred. The largest crowd ever gathered at the school was present for the exercises.

Miss Mary Helen Lathrop read an original poem, taking for her subject the "Old High School." Speeches were made by Thornton M. Hinkle, Judge Moses F. Wilson, Prof. A. M. Van Dyke, Charles H. Stephens, President of the Union Board of High Schools; Rabbi David Philipson and Leonard J. Crawford.

After the entertainment, tea and wafers were served in adjoining rooms by the hostesses of the occasion, Misses Horton and Hall. The tea was poured by Miss Prather, Miss Kohnky, Miss Ettlinger and Miss Morhard. The waitresses were Misses Babbitt, Wilson, Diserens, Rauh, Victor, Levy, Murray, Shaw, Hanna and Ettlinger. The Committee of Arrangements was Miss Jordan, Miss Stickney, Mr. Martin, Mr. Sanders, and Mr. Ritchey.

One of the pleasant features of the occasion was the fact that it was the twenty-fifth anniversary of the appointment of Mr. E. W. Coy. Dr. J. L. Thornton, the principal who preceded Mr. Coy, was present, as were also Mr. Harper and Mr. Bishop, the principals of Woodward and Walnut Hills.

FOUNDER'S DAY

Saturday, December 3, 1898

PROGRAM

MUSIC—Violin Solo, Concerto in E minor ..... *Mendelssohn*
First Movement
MR. GEORGE SMITH

ADDRESS ..... MR. THORNTON M. HINKLE

MUSIC—Happy Days ..... MISS KATHARINE ALLEN COOLIDGE
Violin Obligato by MRS. EMMA VON SEGGERN

POEM ..... MISS MARY HELEN LATHROP

PIANO { *a.* Nocturne in F minor ..... *Chopin*
b. To Spring ..... *Grieg*

FREDERICK J. HOFFMAN

REMARKS — By MOSES F. WILSON, A. M. VAN DYKE, CHAS. H. STEPHENS, DR. DAVID PHILIPSON, LEONARD J. CRAWFORD and others

MUSIC — Valse Brilliante, L' Ardiba ..... MISS KATHARINE ALLEN COOLIDGE

MUSIC — Auld Lang Syne,

IN WHICH ALL ARE INVITED TO JOIN

Saturday, December 2, 1899, 2 o'clock P. M.

PROGRAM

PIANO SOLO ..... MAY B. HOBAN

ADDRESS — "Life and Services of Cyrus Knowlton" ..... DR. P. S. CONNER

MALE QUARTET ..... { HIRAM A. DECAMP, CHARLES H. ROBINSON, CHARLES O. ROSE, LOUIS E. AIKEN

REMARKS — By RANKIN D. JONES, JUDGE MILLER OUTCALT, JUDGE D. THEW WRIGHT, JR., DR. LOUIS GROSSMANN and others

VOCAL SOLO ..... MRS. KATHERINE GOULD SEITZ

RECITATION ..... Nature Sketches { *a.* The Pine, *b.* The Ocean, *c.* The Cloud

MRS. BELLE MCDIARMID RITCHEY

PIANO SOLO ..... MARGUERITE LEVOY

AULD LANG SYNE — By the Audience

HUGHES-WOODWARD FIFTEENTH ANNIVERSARY
Saturday, December 1, 1900, 2 o'clock P. M.

PROGRAM

PIANO SOLO ..... FLORA FOSTER

ADDRESS — "Character and Culture" ..... DR. DAVID PHILIPSON

VIOLIN SOLO ..... MAX R. RESZKE

REMARKS — By ELLIS G. KINKEAD, HARRY M. HOFFHEIMER, GEORGE F. SANDS, MICHAEL HEINTZ and others

VOCAL SOLO ..... BESSIE LUCKEY

AULD LANG SYNE — By the Audience

THOMAS HUGHES

"Unlettered, lowly, modest and obscure,
And yet his name through ages will endure."

It was with regret that the celebration of Founder's Day was discontinued. This was found necessary when the Assembly Hall was converted into classrooms.

Semi-Centennial Tablet in Hughes Hall

The Semi-Centennial

Of the Hughes and Woodward High Schools

1851-1901

PURSUANT to a call published in the city papers, meetings were held at Hughes and Woodward High Schools the evening of June 17, 1901, to consider the matter of celebrating the opening of the two schools in 1851. Mr. William Strunk, whose interest and enthusiasm had prompted the call, presided at Woodward. The idea of the celebration was heartily indorsed. Telephone conference was held with the Hughes meeting, and it was decided to select eleven from each school to make the necessary arrangements. The Woodward Committee consisted of Messrs. William Strunk, Robert W. Stewart, Albert D. Shockley, S. Pendleton Kramer, J. Howard Melish, Edward F. Alexander, Mrs. Alex. Hill, Misses Henrietta Walter, Nettie Fillmore, Eleanor C. O'Connell and Ella B. Baker. Mr. Melish resigned in the fall, and Mr. Starbuck Smith was chosen to fill the vacancy. The representatives of Hughes were Messrs. J. H. Bromwell, R. D. Barney, Thornton M. Hinkle, Charles H. Stephens, Rankin D. Jones, David Philipson, Julius Fleischmann, Harry M. Levy, Charles O. Rose, Mrs. Joseph Ransohoff and Miss Clara B. Jordan. Mrs. Ransohoff declined, and Mr. Louis D. Marks was appointed to take her place.

As it was considered inexpedient to have the celebration on the exact date of the opening of the schools, the committees were not called together until September 12, when Mr. Strunk was elected Chairman and Mr. Rose Secretary of the Joint Committee. Later Mr. Marks was chosen Treasurer. The twelve meetings before December 26th were held in a committee room of the Masonic Temple. It was announced at the first meeting that the two schools would have but one vehicle in the Floral Parade of the Fall Festival, the foremost outriders carrying red and blue banners bearing the names of the schools and the dates 1851-1901.

A discussion of the general form of the celebration resulted in the decision that there should be music, addresses, poems and such social features as could be arranged. The Chairman was authorized to appoint such subcommittees as he considered necessary, and to assign their duties. These, as finally constituted, were:

HALL AND DATE — Messrs. Levy, Hinkle, Bromwell and Stewart.

FINANCE — Messrs. Jones, Shockley, Barney, Fleischmann, Kramer and Marks.

MUSIC AND PROGRAM — Messrs. Stephens, Smith, Alexander, Philipson and Mrs. Hill.

ATTENDANCE — Misses Fillmore, Walter and Jordan, and Mr. Levy.

PRINTING AND PUBLICITY — Messrs. Barney and Marks, Misses O'Connell and Baker.

At a subsequent meeting, the suggestion was made that tablets commemorating the event be placed in the schools, and the Chairman named as Tablet Committee: Messrs. Stewart and Bromwell, Misses Jordan and Fillmore. To arrange the social features, he appointed as Entertainment Committee: Messrs. Rose, Levy, Marks, and Misses Jordan and Baker.

The Publicity Committee supplied abundant matter to the daily press; the Hall and Date Committee arranged that the celebration should be held at Music Hall, December 26; the Finance Committee solicited contributions. The Committee on Music and Program reported in favor of a chorus consisting of the three upper grades of the two schools, supported by an orchestra of twenty-five pieces, and that the music be five songs representing the five decades. This was enthusiastically received, and the Committee was authorized to make contracts and have the music arranged. Mr. Louis E. Aiken was selected as Musical Director; Hon. J. H. Bromwell was chosen Speaker for Hughes; Rev. J. Howard Melish for Woodward; Miss Nellie A. Montgomery, Poetess for Woodward; and Miss Anne E. Griffiths, Soloist for Hughes.

To publish the movement widely, the Attendance Committee asked the Chairman to appoint a Rallying Committee of one hundred former pupils of each school. The first meeting of this Committee was held in the Assembly Room of the Grand Hotel, Friday evening,

October 4th. It was an enthusiastic gathering, a veritable reunion. Hearty support was promised and liberal subscriptions made. At the second meeting, November 1st, circulars in stamped envelopes, with addressed envelopes for return to the school, were given to the members of the Committee to be mailed to their schoolmates. Replies giving the information requested on the cards, often accompanied by delightful letters, were received from more than half the graduates. At the third meeting of the Rallying Committee, December 13th, arrangements were made for reception groups, each representing five or ten classes.

The present teachers and pupils of the three High Schools, and former pupils of Hughes and Woodward, received, upon application, tickets of admission. These small diamond-shaped cards had on the face the names, monogram and dates of the schools in red and blue, and were intended to be worn as badges with ribbon bows of the school color. Special invitations and cards were sent to former teachers, the faculties of the University and other institutions, city officials, "Old Woodward Boys," and other prominent citizens. Invitations to seats on the platform were extended to the Union Board of High Schools, the Superintendent of Schools, the principals of the three high schools, ex-principals of Woodward and Hughes, the Joint Committee and participants in the program.

The hosts gathered from all parts of the city and from the suburbs, and some came from distant states to do honor to the old schools and meet friends of former days. Greetings were exchanged in the foyer, groups of old schoolmates found seats together under the guidance of boys and girls of the 1901 graduating classes.

The members of the chorus and nearly all the audience displayed the school colors, some of the latter wearing the ribbons — class colors — of which they had been so proud on Commencement Night, or the badges of the debating or literary societies in which they had won their first laurels. In the corridors, artistic banners marked the reunion places for the groups of classes. These banners and the hand-painted badges worn by the ushers were the work of the Drawing Department of the two schools, under the efficient direction of Miss Ella Brite at Hughes, and Mr. Arthur O. Jones at Woodward.

Charles H. Stephens

Hughes has been especially favored in being represented for many years by a man of truthfulness, honesty, goodness and a strength of purpose that has made him a power irresistible.

This man, Mr. Charles H. Stephens, was elected trustee of the Hughes Fund June 15, 1867, and has for years been Chairman of the Hughes Trustees.

H. H. Tatem

Mr. H. H. Tatem was elected to the Union Board December 28, 1867.

Mr. Tatem was truly a gentle man. He had a way of speaking a kind word or of doing a kind thing which greatly enhanced its value. At his death, December 1, 1895, Hughes lost a friend whose place can never be filled.

Trustees of the Hughes Fund

CHARLES H. STEPHENS, *Chairman*
June 1 , 1867

THEO. F. SPEAR, *Treasurer*
December 17, 1895

R. D. BARNEY
April 15, 1891

*DR. P. S. CONNER
August 9, 1878

JUDGE MOSES F. WILSON
July 19, 1894

N. H. HARGRAVE
April 2, 1909

*Died March, 1909

General Committee on Arrangements

Union Board	Graduates
R. D. Barney	Miss M. Louise Armstrong
Charles H. Stephens	Miss Clara B. Jordan
Dr. Louis Schwab	Edward J. Dempsey
Albert D. Shockley	Harry M. Levy
Dr. J. M. Withrow	Froome Morris

Albert D. Shockley, *Chairman*

Miss Clara B. Jordan, *Secretary*

Union Board of High Schools

The Board of Education

G. Deutsch	Dr. W. W. Barber
Robert E. Coghill	George W. Harper
Emil Pollak	Dr. Louis Schwab

Dr. J. M. Withrow, *President*

The Hughes Trustees

R. D. Barney	Charles H. Stephens
Judge Moses F. Wilson	Theo. F. Spear

Dr. P. S. Conner

The Woodward Trustees

A. H. Bode	Charles G. Comegys
John P. Murphy	J. Shroder

Albert D. Shockley, *President*

Dr. F. B. Dyer, *Superintendent of Schools*

Dr. E. W. Coy, *Principal of Hughes High School*

Laying the Corner Stone of the New Hughes Building, Friday, October 16, 1908

Program

INVOCATION.....DR. DAVID PHILIPSON

MUSIC—*"Now Thank We All, Our God"*

ORATION.....HON. JACOB H. BROMWELL

MUSIC—*"Integer Vitae"*

REMARKS.....DR. J. M. WITHROW
Chairman of the Building Committee

REMARKS.....DR. F. B. DYER
Superintendent of Schools

MUSIC

Words by Helen Goodman Logan, Hughes, '09

LAYING OF THE CORNER STONE.....ALBERT D. SHOCKLEY
President of the Union Board of High Schools

MUSIC—*"America"*

BENEDICTION.....REV. HEBER D. KETCHAM

Dr. David Philipson

Invocation by Rabbi David Philipson

GOD of our fathers, known of old, who revealest Thyself in all the abounding life of the universe and of humanity, Thee we praise, Thy name we extol. As Thy children, bound to one another by the high thought that as Thou art our Father, so are we brethren all of one another, are we gathered here in this hour of rejoicing.

Our hearts are filled with gratitude for all the blessings and privileges which have been showered upon us in such full measure. We remember this day, with reverent gratitude, the humble though high-souled man whose generosity called into being this institution which has been so potent a factor in our community's intellectual life, and which from small beginnings has grown to its present great estate. We are grateful for all the noble endeavor of the past to which we have fallen heir. We are thankful for our opportunities, and for all the blessings of our day and generation. And notably today, in this place and at this hour, are we thus thankfully minded when we think of all the possibilities that may find their realization in the beautiful temple of learning that is to arise on this spot. Happy are we that we have lived to see this day! We thank Thee for the great host of teachers here and elsewhere, who, torchbearers in the procession to the mount of learning, give themselves enthusiastically and unstintingly to their arduous tasks. We thank Thee, too, for all that fine company of choice spirits who throughout this land, yes, in all lands, lead their fellows up and on out of the darkness of ignorance into the light of knowledge.

Mindful of all this high, high endeavor, we pray to Thee to imbue us all with the purpose and give us all the desire to devote ourselves constantly and always to the cause of the true, the good and the beautiful. May we ever feel that we are only stewards of whatever gifts we may have, and apply those gifts to other than selfish and individual aims. May the strong among us give of his strength to succor the weak; the rich, of his wealth to advance noble causes; the learned, of his knowledge to instruct his fellows. May we never forget that the service of man is the truest worship of Thee; for such worship have we gathered this day. May this worship prove acceptable to Thee, our Father, to whom we lift our hearts and our hands, and to whom be praise and glory forever. Amen.

Albert D. Shockley

Chairman of Committee of Arrangements

Remarks of Mr. Albert D. Shockley

Chairman of the Committee of Arrangements at the Laying of Hughes Corner Stone

IN far away Africa, under the burning rays of the equatorial sun, in the midst of a limitless sea of sand, stand those silent sentinels of the centuries, the pyramids: tremendous in size, perfect in proportion, matchless in majesty, their very construction still an unsolved mystery to the modern mind. Their lonely vigil is undisturbed, save by the coming of the occasional tourist, or the hurrying past of some swarthy Arab, or the winding along of some picturesque caravan. If it could be estimated, their cost in money would be countless millions. And all this for what purpose? The silent tomb of the great dead.

Today in the midst of the busy scenes of a great city, on this beautiful hill, we, too, like the Egyptians of old, are building a monument — one of exquisite beauty and design, of imposing size, its great tower rising aloft to kiss the skies. But compare this picture with that over yonder of coldness and perpetual death. Here we shall have a teeming hive of industry, the sound of many voices, the tread of many feet, the culture of the mind, the training of the body, the raising aloft of high ideals, the energy and enthusiasm of youth in the pursuit of knowledge — and all this not for a day, not for a month, not for a year, but for ages to come — an everlasting, living fountain for good to untold generations still unborn. And who with a serious contemplation of these facts would not prefer to bear the name of Hughes to that of Pharaoh of the Egyptians?

Therefore, to the memory of Thomas Hughes do we lay this corner stone — for the glory of Cincinnati, do we lay this corner stone — for the honor of those who designed this noble structure, those who now build it, and those who made it possible for us to have it, do we lay this corner stone — for the sake of those here, and for unnumbered generations in the ages to come, whose minds and bodies will be trained and moulded within these walls, do we lay this corner stone.

Hon. J. H. Bromwell

The Laying of Hughes Corner Stone

Friday, October 16, 1908

(As described in a daily paper of the following day)

AMID the cheering of hundreds of present and former pupils and the waving of Hughes pennants, the corner stone of the splendid new Hughes High School Building on Fairview Heights was laid yesterday.

The formal laying of the stone followed addresses by Judge Jacob Bromwell, class of '64; Dr. J. M. Withrow, Chairman of the Building Committee, and Dr. F. B. Dyer, Superintendent of the Schools, and a program of music. Albert D. Shockley, President of the Union Board of High Schools, presided, and to him fell the honor of laying the corner stone.

When finished, Hughes High School will have cost close to $1,000,000, and will be one of the finest high school buildings in the West. Many gray-haired men, former pupils of old Hughes, occupied seats on the stage. A copper box deposited in a stone case by Mr. Shockley contains many interesting articles.

The pupils of the school assembled at the old Hughes building, Fifth and Mound Streets, at 10 A. M., and were taken to the campus of the University in special cars. There was formed on the campus a line composed of students, teachers, members of the Board of Education and members of the Union Board of High Schools which, with a band, marched to the site of the new building at McMillan and Guy Streets and Clifton Avenue. President Shockley, of the Union Board of High Schools, called the meeting to order at 11 o'clock.

He told the large crowd the purpose of the meeting, and said that the heart of Thomas Hughes, who lived at Liberty and Sycamore Streets one hundred years ago, and who gave his money for the establishment of the high school in Cincinnati, would gladden if he

knew that the corner stone of such a magnificent building as the new Hughes would be, was being laid. He introduced Dr. David Philipson, who pronounced the invocation. A song, "Now Thank We All, Our God," followed.

The principal address was delivered by Judge Jacob H. Bromwell. He told how Thomas Hughes, a poor hermit cobbler, by giving his savings for free education, had done more for the good of humanity, for the reputation of his city, and for the benefit of the men and women of the community, than the hoarded wealth of the multi-millionaire. He told of the will of the man for whom the school was named, which provided that a portion of his estate should be used "for the maintenance and support of a school for the education of the poor, destitute children whose parents are unable to pay for their schooling."

"Little is known of the antecedents of Thomas Hughes or of his domestic life before settling in this city," said Judge Bromwell. "An old manual of the Hughes Alumnal Society says of him:

" 'Unhappy in his married relation, no doubt he took infinite pleasure in the one absorbing idea to which he was wedded. With no voices of light-hearted children echoing around his own hearth and home, his fancy pictured, on the walls of his humble cabin, the many hundreds, yea thousands of children, whom he was, in one sense, adopting, whose lives would be made more clear and whose eyes more bright, whose powers for good more expanded and strengthened by the learning he would give them. Unfriended and alone in the present, he was looking forward to the friendship of the future, and, in imagination, clasping hands with and receiving the congratulations of the fathers and mothers of generations yet to be.' "

The speaker then referred to the dedication of the old Hughes building on January 17, 1853. He said: "It may be difficult, perhaps impossible, for the younger generation of Hughes graduates to realize the beauty and symmetry of the old Hughes building before they were marred by the unfortunate and unsightly addition on its front, and it is almost impossible to realize at the present day that at the time of its construction it was located in the very center and heart of the most beautiful residential part of the city of Cincinnati.

"These high schools of Cincinnati have been especially fortunate in the high character and noble aims of their trustees and teachers. Thoroughness in instruction and a wide and liberal scope in education have been the ends sought for and achieved. I can not on this occasion, and in this connection, refrain from paying a high tribute to the members of the present Board of Education for the broad and liberal views they entertain concerning higher education."

Judge Bromwell closed with a beautiful peroration in which he paid a touching tribute to the memories of Thomas Hughes and William Woodward.

Dr. J. M. Withrow, Chairman of the Building Committee, referred to the old Hughes building, erected in 1853 — twenty years after the death of its benefactor — telling of its symmetry and the classical lines of its architecture.

"The old Hughes High School," said Dr. Withrow, "may be said to have been not only the beautiful result of the benefaction of Thomas Hughes, but also the victory of an eight years' war, largely carried on by H. H. Barney, the first principal of the old Central High School of Cincinnati. It seems strange to us that a war was necessary to bring to full fruition the modern practice of high school education. It does seem strange to us now that there were bitter and persistent foes to any public education beyond 'Reading, 'Riting and 'Rithmetic, taught to the tune of the hickory stick.'

"That war is not yet over. The battle field has been moved to the training ground beyond the high school, but it is still on. There is practically none who now objects to modern high schools, but there are many who object to any further education at the public expense.

"The old high school building contains seventeen classrooms. It does not contain much else. Measured in classroom units, this building will contain nearly one hundred classrooms and will accommodate 1,500 pupils. It is substantially 280 by 300 feet, and, for the most part, is four stories high, and contains approximately five acres of floor space. In its architectural design, it will be a splendid specimen of the stately and dignified Tudor style, and it will contain abundant facilities for complete instruction in all of the branches of high school training as practiced in other large cities of the United States.

"Thomas Hughes, in his day, mended men's soles. Truly the work started by Thomas Hughes is indeed today saving men's souls to higher ideals, to better performances, to splendid citizenship."

Dr. Withrow, in describing what was to be taught in the new Hughes school, said that he hoped the millinery department would teach the young women how to make other hats than "those fussy, umbrella-like hats now so popular." The crowd cheered its approval.

Superintendent of Schools Dyer spoke briefly of education and the great educational advantages Cincinnati had to offer to the children of the poor and the rich. "We might gather from the words of the speakers that education comes high," said Superintendent Dyer. "It does come high, but the splendid educational laws of our commonwealth, which give us our modern schools, rather than armies and armaments, is the real defense of the country. Our city offers in the new Hughes school adequate opportunity for all classes."

The students sang a song composed by Miss Helen Logan, Class '09, and dedicated to the new Hughes.

The exercises concluded with the laying of the corner stone by Albert D. Shockley after he had deposited a copper box under the stone. The following articles were placed in the box: Autographic list of all present pupils of Hughes; autographic list of teachers of Hughes; autographic list of Union Board of High Schools, the General Committee, Superintendent of Schools and Clerks; copy of *"Old Hughes;"* copy of Semi-Centennial Souvenir, 1901; copy of daily program of the school; cards of location of pupils in school; report cards, etc.; picture of Dr. E. W. Coy; program of the corner stone laying; copy of the last Public School Report; copy of program of commencement exercises of June, 1908; copies of the daily newspapers; copy of inscription on "Hughes tablets;" card of architect and names of contractors; copy of Woodward and Walnut Hills school publications; list of Hughes teachers, with amount of their compensations.

Rev. Heber D. Ketcham pronounced the benediction.

New Hughes

A noble structure here will rise,
A mighty seat of learning;
Oh, may its praises reach the skies,
Its virtues all discerning.
Behold this now assembled throng
To help it on its way along,
To join us lauding it in song,
All hearts with joy are burning.

At length 'twill stand in all its might,
Dominion far extending,
With all its glories full in sight,
Its fame enchantment lending.
So long as it may be a school,
It ne'er for wrong will be a tool,
With justice ever will it rule,
Its glories never ending.

Oh, may it make itself a name,
For this end ever trying,
A name without reproach or shame,
To all things edifying.
And when at last old grow its walls,
Its lofty towers, its stately halls,
Oh, may it be a voice that calls
To higher things ne'er dying.

— Helen Goodman Logan, Hughes, '09.

Dedication Day

Friday Morning, December 2, 1910

Program of School Exercises

ALBERT D. SHOCKLEY, Presiding,
Chairman of the General Dedication Committee.

MUSIC UNDER DIRECTION OF LOUIS E. AIKEN.
J. WARREN RITCHEY, '89, ACCOMPANIST.

Invocation ..... DR. HENRY ENGLANDER, '97

Chorus — The Lord is Great (*Mendelssohn*) ..... BY THE SCHOOL

Remarks ..... DR. ELIAB WASHBURN COY
Principal of Hughes High School

Music — *a.* Alla Marcia (*Wolferman*)
b. Pizzicato Gavotte (*Pache*) ..... HUGHES STRING ORCHESTRA

Remarks ..... DR. F. B. DYER
Superintendent of Schools

Vocal Solo — *a.* Joy of the Morning (*Harriet Ware*),
b. My Lover He Comes on the Skee (*Clough-Leighter*),
MISS MARIE HUGHES, '13

Remarks — The Spirit of the Alumnal Association,
JUDGE HARRY M. HOFFHEIMER

The Hughes Monument ..... WALTER H. STRAUSS, '11

Chorus — *a.* Drops of Rain (*Lemmens*) .....
b. Ma Pale Brown Lady Sue (*J. C. Bartlett*) ..... HUGHES MUSICAL CLUB

INCIDENTAL SOLO BY MISS ELLEN BRAHAM, '12

Presentation of Flag from the Reunion Committee of the Jr. O. U. A. M. and D. of A. ..... JOHN WEITZEL, National Vice-Councilor

Acceptance of Flag ..... DR. ELIAB WASHBURN COY

Violin Solo — *a.* Serenade (*Chaminade*),
b. Spanish Dance (*Cecil Burleigh*), MISS CLARISSA CRAWFORD, '12

Remarks ..... HONORABLE LOUIS SCHWAB
Mayor of Cincinnati

"Alma Mater" ..... Poem by MRS. MARY HELEN LATHROP NELSON, '93
Music by MRS. CLARA YORSTON WOODSIDE, '91

Soprano, MISS PATIENCE HUSSEY, '98 — Tenor, ALEXANDER W. BRADFORD, '98
Contralto, MRS. KATHERINE GOULD SEITZ, '91 — Baritone, ROBERT CARVER DISERENS, '02
HUGHES MUSICAL CLUB

Remarks ..... DR. JOHN M. WITHROW
Chairman of Building Committee

Chorus by the School — "Hughes School Song,"
Words by MRS. MARY HELEN LATHROP NELSON
Music by MRS. CLARA YORSTON WOODSIDE

Hughes High School, Fifth Street, Opposite Mound—January 17, 1853-June 20, 1910

Building Was Commenced March, 1852 — Completed January, 1853

John B. Ernshaw, Architect — Daniel Lowery, Builder

The name, Hughes High School, was given to the Central School from the date of the organization of the Union Board of High Schools, September 16, 1851, from which date both Hughes and Woodward Public High Schools entered upon their career.

Dr. Henry Englander

Prayer Delivered by Prof. Henry Englander, Ph. D.

at the Morning Exercises of the Dedication

OUR Heavenly Father, Thou Giver of all good, to Thee our hearts turn at this hour with feelings of reverent joy and thankfulness as we behold this Temple of Learning standing completed in all its majesty and beauty.

On this day of hallowed memories and of high hopes, we thank Thee, O God, most fervently for all the good that has gone forth from this our beloved institution, and for all the good that has come to it. And now we pray that Thou wilt let Thy spirit rest in generous measure upon the work that is to be done in this new structure; let Thy spirit rest upon him who has guided the destinies of our school for so many years, upon the teachers and upon the students.

Grant that our Alma Mater may add to its splendid record of many useful men and women sent forth, men and women working for the higher interests of the city, state and nation. May the education that is fostered in these halls of learning enlarge not only the mental but also the spiritual horizon of the learners. May it bring into fuller and finer fruition the higher powers and possibilities of the human heart and soul.

Let Thy blessing rest upon those who have earnestly labored to bring this sanctuary of learning into being. May it realize in large measure the hopes and prayers that will be voiced with reference to it this day. May its influence for good in the community increase from year to year. May it take an important place among those forces that are helping to train the young for splendid and faithful service in the cause of a higher humanity. Amen.

Remarks by Albert D. Shockley

Young Ladies and Gentlemen:

I want you to feel in an especial manner this morning that this is your school and that this is your day. I congratulate you upon the glorious opportunities which this great building presents to you, and which I am sure you will most zealously appropriate to yourselves. But I want to say that magnificent as this temple of learning is — beautiful in situation, artistic in architecture, complete in every appointment and detail, dignified and impressive in appearance, with its stately tower rising toward the sky — I want to say that there is vastly more of Hughes than can be contained even within these walls. I refer to the glorious history of the past, to the half-century and more of years that have gone, to the thousands of its graduates who have filled positions of honor and trust in every walk of the life, to the great men and noble women, proud to acknowledge allegiance to that great name. It is true that today you see the spirit of Hughes attired in new and costly, yes, royal raiment, but it is the same ardent spirit as of old.

In the good old Book of Holy Writ we read of Moses, that peerless leader of the chosen people of Jehovah, coming one day upon a bush in the desert, apparently aflame, from which came the voice of God, commanding him to remove the shoes from off his feet, because the ground whereon he stood was holy ground. With all reverence, I say to you that this ground whereon we stand today is holy ground, aflame with the everlasting and eternal light of learning: holy because consecrated by the life-blood of dear old Thomas Hughes, not offered up in the heroism of the battle field, but in that nobler and more sublime heroism of a quiet life of sacrifice: holy because consecrated by its association with that vast multitude who have gone out from the portals of old Hughes, well equipped to play the part of men: holy because consecrated by the earnest and sincere efforts of these teach-

ers, striving to inculcate the great principles of true knowledge and right learning: holy because consecrated by the presence of these young lives, here being trained for future usefulness, and who are, after all, the absolute and only hope of the nation.

Because of all these things, because of the glory of the past, because of the promise of the future, I beg of you, dear friends, to raise on high the imperial red of Hughes — I beg of you to rally round her royal standard — I beg of you to keep your hearts forever aflame with that intense spirit of love and loyalty of which she is forever most worthy.

Hon. Harry M. Hoffheimer

Remarks by Hon. Harry M. Hoffheimer

MR. CHAIRMAN, LADIES AND GENTLEMEN:

I am very grateful to you, I am sure, for the invitation so kindly extended to me, to come here today, to say a few words on behalf of the Hughes Alumnal Association, whose President I have the honor to be.

We, of that Association, are the representatives of the past; you, young ladies and gentlemen, are the representatives of the present, and it is eminently proper, that on this occasion, fraught with so much meaning for all of us, we meet to sing again our common benefactor, our glories and traditions.

Thousands of our graduates, scattered as they are, throughout this broad land of ours, look to this place today with eager eyes, for they see at last the realization of a dream of years — a home worthy of Hughes, of her progress, of her great destiny.

If the promptings of their hearts could find expression in the language of the lips, what a tribute would they pay today, to dear old Hughes, to benefactor, teachers, friends — to that education to which they owe so much!

The early Puritans, as evidenced by their simple code of laws, appreciated as necessary for right living and good government, the *diffusion* of knowledge. Such was also the unending theme of our first statesmen, lawgivers and political philosophers. Washington pleaded for it; Jefferson worked for it.

In a few more months or a few more years, you, too, will close your books just as we have done, and you will go forth to take your places in that sterner outer world. In that hour you will look back to this day — to all your days at Hughes — with sweetest satisfaction and with fondest recollection. You will think of old friendships, of the reposeful hours of study — of work well done.

You will be grateful to benefactors and to teachers, to a generous public and its faithful officials, for the manifold blessings you have

received. You will sing the praises and boast the glories of your school. You will strive by every act and deed to prove the usefulness of dear old Hughes, for such is the spirit of every alumnus — it is the spirit of the Alumnal Association.

Our own state by its early laws, in a measure, provided for free education. In passing, we may record with pride that through the generosity of the citizens of our state, in a gift of public lands, Athens, Ohio, as was worthy of her name, became the seat of the first university in all the Western States.

But notwithstanding these early manifestations of a seemingly liberal spirit toward the cause of free education, the public schools hungered for support, moral and financial. And even in the days of Thomas Hughes, of all of which we were informed by Judge Bromwell in a brilliant address at our Semi-Centennial, "the public schools were scornfully referred to by the richer class as pauper and charitable institutions, attended only by those whose parents were too poor to pay for their schooling."

And in that early day, so we were told, the secondary school, the free high school, was a thing unknown, and the blessings of a higher education, through the medium of the private schools, fell to the lot of the rich child only, to the utter exclusion of the poor.

Contrast those conditions with the conditions of today. Our greatest pride is the public schools — our greatest boast, that we are their product. Their definite system, liberal support, wealth of study and wise supervision, their splendid buildings and more splendid staff within, of zealous, faithful, able teachers — *all these* have made them models in the land — schools *for* the rich as they are indeed, the schools *of* the poor!

Today we mark another milestone in the triumphal journey, and it is becoming that on this day particularly we sing the praise of him whose benefaction we may truly say gave to this work, so happily crowned, its first great impulse.

I think it was Dr. Henry van Dyke who once expressed this noble sentiment: "There is a loftier ambition than merely to stand high in this world. It is to stoop down and lift mankind a little higher."

I love to believe that when Thomas Hughes resolved to make the children of this community the objects of his bounty, he was actuated by some such noble sentiment.

Sad, solitary and childless, Thomas Hughes passed away, but he left behind him a will which was an outcry, a protest against the unequal conditions of the day, for in it he dedicated his fortune "to the establishment of a school or schools in Cincinnati for the education of poor, destitute children, whose parents or guardians are unable to pay for their schooling."

Truly, the end of a deed *well done* can not be prophesied.

The stranger tarrying here today would little understand that from the acorn planted in the long ago by Thomas Hughes, this majestic oak has sprung.

Yet such is history. Twenty-seven years after Thomas Hughes had died, the fund bequeathed by him for the education of destitute boys and girls became, through the beneficent co-operation of a now thoroughly awakened and most generous public, the virtual corner stone of our dear old Hughes — a school destined to bestow upon unnumbered thousands of children the incalculable benefits of a higher education.

Mindful, then, of the great influence of our founder in the cause of free education; mindful of the great good he secured for the boy and girl, what boy or girl in all this building is not proud to exclaim, "I belong to Hughes!"?

What boy or girl acquainted with our history will not raise with pride the glorious colors, the pennant of the school?

What boy or girl, inspired by the example of Thomas Hughes, will not endeavor in every way he can to maintain the integrity, the fame of Hughes?

Sentiments such as these reflect the very objects of our alumnal body; they are in very truth the spirit of the Association.

We, too, are proud of our traditions, and we would perpetuate the good our school has done, is doing, and ever will do.

John Howard, philanthropist, said to his friends: "Let my monument be a sundial, for I would be useful, even after death."

Such a monument we are building to the glory of Hughes, and it is this monument that we would ever beautify.

It is a useful monument — a living force, an animated power — devoted to eternal good. It is the citizen with the hall-mark, "Hughes."

A powerful and influential factor in the progress of the world — promoter of happiness, of culture, and of peace — protagonist of justice, of right living, of good government — bearer of light and searcher after truth — of manhood noble, or of womanhood unsurpassed — such is the citizen with the hall-mark "Hughes" a useful citizen everywhere.

Could more be uttered in praise of Hughes, her history or achievements?

To say another word were but "To add perfume to the violet, ridiculous and wasteful excess!"

It was Emerson who said that great men exist that there may be greater men. So it is with human achievement and human endeavor.

If the history, the traditions, the achievements of our school are great, it is for you, young men and women, not only to sustain them, but to try to make them greater still.

Great are the opportunities a kindly fate unlocks for you today. Wonderful are the advantages given you in this magnificent house of learning.

"Enjoy them, but employ them." Work! "Work onward and work upward."

Work "Pro Deo Patriaque," and for the glory of Hughes.

The Thomas Hughes Monument

Erected May 21, 1871, on Section 11, Spring Grove Cemetery
by the Hughes Alumnal Association.

Clarissa Crawford
Hughes, '12

Walter H. Strauss
Hughes, '11

Remarks by Walter H. Strauss

Hughes, 1911

IT seems fitting that on this, the dedication day of this magnificent building, a monument erected by the city of Cincinnati to the founder of Hughes High School, we pupils should take pride not only in the handsome and imposing structure, but also in its historic origin.

For this reason, while we are unveiling this monument today, let us not forget that on a circular lot in one of the most beautiful parts of our beautiful Spring Grove Cemetery, under a towering granite monument bearing the inscription "Hughes," lie the remains of Thomas Hughes. This monument also it is our privilege to unveil today lest there be some who do not know of its existence.

The movement to erect a monument to the memory of Thomas Hughes, although at times discussed, never assumed definite shape until November 24, 1865, when at a called meeting of the Hughes Alumnal Association, Mr. Charles H. Stephens, the present representative of the Hughes Fund, and a member of the Committee on Dedication, introduced the following motion, which was unanimously carried:

"That a committee of three be appointed to present at the December meeting some plan for raising funds with which to erect a suitable monument to the memory of Thomas Hughes."

The committee appointed consisted of Charles H. Stephens, Sidney Omohundro and Leonard W. Goss.

At the reunion held December 28, 1865, there were added to this committee, Harry H. Tatem, Joseph S. Peebles, William T. Tibbits, and Littleton J. Omohundro.

Allow me to digress here long enough to refer to Mr. H. H. Tatem, who for years was an active and most efficient member of the Union Board and Chairman of the House Committee.

"Ungrudingly did he give of his time, thought and strength to the interests of the school, with no expectation of reward beyond the consciousness of having performed a public duty and having served his Alma Mater well and faithfully." No one connected in any way with Hughes was ever refused a fair hearing by Mr. Tatem, although this quite often interfered with private business. May his name be known and always gratefully remembered by every Hughes boy and Hughes girl!

May we in a life of service follow in his footsteps!

The Monument Committee — as increased with Mr. Stephens, Chairman, Mr. Tatem, Treasurer, Mr. Omohundro, Secretary — worked constantly and faithfully for more than five years to accomplish that which they had so willingly undertaken. Through the co-operation of members of the Association and the practical sympathy of other friends, the sum of $6,500 was raised. The location of a lot in Spring Grove was now to be considered. Well can we imagine with what feelings of gratitude they accepted Section 11, which was donated by the Directors of Spring Grove Cemetery. The selection was left to Superintendent Strauch, who pronounced Section 11, in his judgment, the best location in the cemetery for this especial purpose.

Five years had passed since the Monument Committee was appointed, when on the evening of Wednesday, November 16, 1870, in the room of the Board of Trade, of which Mr. Tatem was Secretary, a design submitted by Canfield & Co., of Hartford, Connecticut, was accepted. The specifications were followed exactly. The entire height of the monument is 21 feet 9 inches, the pedestal rests upon three bases, the lowest one being 8 feet square. The general character is of a temple design, the cap resting upon four artistically carved columns in relief. In the recess is a square granite block resting upon the base and extending to the top of the columns. This serves as a support to the cap. The pedestal is surmounted by a female figure seven feet in height, representing the Genius of Education. She rests upon a fluted column surmounted by a globe and bears in her right hand a Roman stylus with which she has just inscribed upon a tablet the name, "Hughes."

The remains of Thomas Hughes, interred in the old Twelfth Street burying ground December 28, 1824, were removed August 10, 1858, to the Spring Grove lot of John Melendy, at whose house Thomas Hughes died.

There they remained until May 21, 1871, when they were removed to Section 11, where they rest today beneath the monument erected by the Hughes Alumnal Association in fervent gratitude to their revered benefactor.

Little did Thomas Hughes ever dream that *his* was one of the few, the *immortal*, names that were not born to die.

Humility, patience, charity, industry have been recognized as great virtues ever since mankind has been introspective. These virtues Thomas Hughes possessed. He was never at odds with his surroundings, but was most practically and sensibly aware of his own time and place. "To live not for himself, but for others," was his maxim. He probably did not know that this was the maxim of Scipio the Elder, and would have been surprised had anyone told him that he resembled any person of fame.

The name "Hughes" stands to perpetuate to future ages the memory of one who occupies a very high position upon the roll of our city's benefactors.

It does not fall to the lot of many men, after a lapse of eighty-six years, to have the personal devotion of thousands who never saw him.

We have no authentic account of the early life of Thomas Hughes, but when one does a noble act, date from that.

We, therefore, date from December 4, 1824, the date of the will of Thomas Hughes, made twenty-two days before his death.

No doubt the company that followed the remains of Thomas Hughes to the old Twelfth Street burying ground on that cold twenty-eighth of December, eighty-six years ago, seemed to the careless observer like a very small one. Little, however, did they know that it was only the head of the procession, whose column, numbering in its ranks men of art and of science, lawyers, doctors, statesmen and divines, bright-eyed youth and beauteous maidens, is still passing and the number is still swelling, and will continue to do so until the funeral

pageant of a monarch will fade into insignificance, and the triumphal procession of a conqueror of the past be excelled.

Who can doubt that Thomas Hughes, by his wise bequest, has built for himself a monument more mighty than the pyramids of Ancient Egypt and far more lasting than the sculptured columns of the Eternal City?

"Unlettered, lowly, modest and obscure,
And yet — his name through ages will endure."

Let us not forget that the founder of Hughes High School has bequeathed an independent fortune to every Hughes graduate.

May our city and our country have many of such priceless worth!

J. Warren Ritchey **Louis E. Aiken**

MUSIC UNDER ABLE DIRECTION OF MR. LOUIS E. AIKEN

What Mr. Ritchey, the Skilled Accompanist, Says of the Dedication Music

Our school is certainly under great obligations to Mrs. Clara Yorston Woodside and Mrs. Mary Helen Lathrop Nelson; to the former for the words, to the latter for the music of the two songs which they wrote for the dedication exercises. "Alma Mater" is an elaborate work, of fine spirit, and with enough of the popular quality to catch the ear of everyone. But no one could have any doubt as to the tunefulness and swing of "Old Hughes," after hearing the school sing it on Friday morning. Among the colleges of the land, Princeton is admitted to have the finest college song in "Old Nassau." I think that "Old Hughes" will take a similar place among the songs that may be written for high schools. Its words touch the school life of every one of us, and I believe that we shall become as much attached to it as we are to the red of our school flag.

"Hughes."

Words by
MARY HELEN LATHROP NELSON.

Music by
CLARA YORSTON WOODSIDE.

Tempo di Marcia.
unison
f
1.She's the god-dess we a-dore, Is
2. Oh there's noth-ing we'd not do, For
mf
Hughes And we love her more and more, Our Hughes, Oh we
Hughes And our stud-ies are not few, At Hughes, Oh for
hope to keep her fame, In eve-ry kind of game, And all
her we'd e-ven go Through a long "O-ra-ti-o" Of the
molto cresc.
fff
praise be to her name, Hughes, Hughes, Hughes, Hughes.
far famed Ci-ce-ro, Hughes, Hughes, Hughes, Hughes.
8

"Hughes"—Continued

3

Oh, we'll burn the midnight wick,
For Hughes,
Over high school rhetoric,
At Hughes,
We'll endure Aeneas' tears,
While he wanders round for years,
And unhappy Dido's fears—
Hughes, Hughes.

4

Our allegiance will not swerve,
From Hughes;
In a parabolic curve,
For Hughes,
We will kick the football high,
And the basket-ball shall fly,
While our banners rend the sky,
Hughes, Hughes.

5

French and Spanish we will talk,
At Hughes;
Even Spanish we will walk,
At Hughes;
At the forge we'll sometimes work,
And we'll sometimes study Burke,
Greek and German we'll not shirk,
Hughes, Hughes.

6

Oh, we've every kind of tool,
At Hughes,
And we have a swimming pool,
At Hughes,
Through biology we'll go,
And we'll learn to cook and sew,
Oh, there's nothing we'll not know,
Hughes, Hughes.

7

May her strength remain for aye,
Our Hughes,
Though in time her walls decay,
Our Hughes,
Oh, Phœnix-like she'll rise,
Till her towers strike the skies,
And her sunset banner flies,
Hughes, Hughes.

Hon. Louis Schwab

Address by Hon. Louis Schwab

Mayor of Cincinnati

THE exercises today have been particularly delightful in every sense. While listening to the songs of the pupils of this important high school of today, I have wished it were possible to put words together with as much effect upon the people as have the songs of these pupils, and I rejoice to say that nowhere in this great nation has the service of song been developed so impressively as right here in this city of ours, and particularly in its school system.

I know that every one here will carry away and preserve lasting impressions of the remarks of Judge Hoffheimer, the distinguished President of the Hughes Alumnal Association, whose very soul is so much a part of this occasion, and whose beautifully expressed sentiments of the value of the work here accomplished will lead us ever to remember that one of its noblest purposes is "to lift men up a little higher."

Here, over this stand, is folded the American flag, presented to this school by a worthy organization, in language full of most enduring patriotism.

It seemed significant to me, as I listened to the address of Mr. Wentzel, who presented this flag, that "Old Glory" was represented in the colors of our three high schools; Hughes is represented by the color of the early morning sunlight, and is seen decorating the hall in the beautiful red pennants. Walnut Hills is represented by the snows of our mountain, and the evening skies filled with glistening stars are typified in the beautiful color of Woodward.

I am proud to be present today, as the Mayor of our city, to assist in the dedication of this magnificent temple. I feel some pride, and you will pardon the personal allusion, in the fact that some years ago, while I was a member of the School Board, and the question of determining the location of Hughes High School was causing no end of perplexity, chiefly because the greatest importance in the building of

a schoolhouse is to determine its proper site, I remember during the discussion incident to the location of a lot, that one of the members of the Board of Education made the statement that all connected with the erection of a school building might be forgotten except any mistake in the location of a site, so for this reason the Board of Education was particularly cautious to study every feature connected with a site, and every precaution was taken. From a study of every feature involved, it was finally decided to place the building out of the valley and on the hilltop, somewhere in or around the present location.

To me individually this present site seemed the most appropriate, and so, after many fruitless convocations, I offered the resolution declaring this location to be the one the Board should accept, and, after a thorough consideration of the resolution, it was adopted almost unanimously.

I shall always feel that this was one of the most pleasing acts of my five years' membership in the Board of Education. But, my friends, the selection of the building was given to other and abler hands, and when, after the careful examination of many plans submitted by architects over the entire country, the Commission accepted the drawings of the present building, there was one man in the Board of Education who gave much of his time and his energy to the full working out of the construction. This man is a member of the Board of Education, and is interested not only in the Department of Construction, but also in the Department of Instruction. He will explain to you in his own splendid way the significance of many of the architectural features of this structure. Since Dr. Withrow is the next speaker, I shall not try to explain further.

Let me make a personal appeal to every girl and every boy who is a part of this school today, to make good use of the remarkable opportunities for education that the city provides so bountifully in this remarkable temple, to the end that they may become valuable citizens and reflect everlasting glory not only upon the people of Cincinnati, but also upon Old Hughes, with whose interests and associations it is now their good fortune to become closely allied.

Gargoyles on Hughes High School Building

DRAWING

DISCIPLINE & LEARNING

MANUAL TRAINING

CHEMISTRY

MECHANIC ARTS

ATHLETICS

GEOGRAPHY

HISTORY

Dr. John M. Withrow

Description of the Gargoyles

DR. JOHN M. WITHROW, Chairman of the Building Committee, who is largely responsible for the magnificent building, gave a short account of the various stages through which the school had passed in its development, and the many struggles that have been overcome in its completion. Then, in his inimitable and convincing manner, he explained the grotesques.

The new Hughes High School building on Clifton Heights is one of the best examples of Tudor architecture to be found in this country. This form of architecture was the special form of modifying the Gothic in England. Its chief purpose was a castle of defense, in a day when every man's house had to be his castle. As a defense its chief feature was the parapet wall extending above the roof. Behind this parapet the defenders of the castle were sheltered, and through the embrasures they hurled the projectiles of death and destruction upon the attacking enemy. The parapet of our modern Tudor architecture is only an evolutional remnant of its primeval purpose. Now our schools are our defenses, and ignorance is the common enemy. Defenders in armor are no longer needed behind the parapets, but instead of these the teacher is the defender, and the full panoply of the arts and sciences must vanquish the common enemy. These facts are idealized in the unique and artistic life-sized grotesque figures which are placed upon the cornice outside the parapet in the Hughes building. The need of defense from behind the parapet wall has passed. The "arts of peace" are dominant, and they have come out in front of the wall and are grotesquely idealizing the triumph of peace over war and the victory of knowledge over ignorance. These figures represent engineering, history, drawing, athletics, chemistry, oratory, mechanical arts and geography, and are splendidly executed. They can not help interesting and inspiring the student and proving a thing of beauty to every beholder.

Program of Dedication Exercises

Friday Evening, December 2, 1910

Overture ..... Syrian Temple Shrine Band

Invocation ..... Dr. Louis Grossmann, '80

Chorus — *a.* Ma Pale Brown Lady Sue (*J. C. Bartlett*)
b. Drops of Rain (*Lemmens*) } Hughes Musical Club

Incidental Solo by Miss Ellen Braham, '12

Remarks ..... Dr. Eliab Washburn Coy
Principal of Hughes High School

Presentation of the Keys of the Building ..... Dr. S. B. Marvin
President of the Board of Education

Acceptance of the Keys of the Building ..... Judge Jacob Shroder
President of the Union Board of High Schools

Contralto Solo ..... Mrs. Katherine Gould Seitz, '91

Remarks ..... Dr. F. B. Dyer
Superintendent of Schools

Music — Sextette from "Lucia" ..... Syrian Temple Shrine Band

"Thomas Hughes" (Miss Jean Olive Heck, '03),
Recited by Miss Sibyl M. Heck, '09

Remarks ..... Honorable Louis Schwab
Mayor of Cincinnati

Soprano Solo ..... Miss Patience Hussey, '98

Address — "The Great Compulsions of Education" ..... Dr. Andrew F. West
Dean of the Graduate School of Princeton University

"Alma Mater" ..... { Music by Mrs. Clara Yorston Woodside, '91
Poem by Mrs. Mary Helen Lathrop Nelson, '93

Soprano, Miss Patience Hussey, '98
Contralto, Mrs. Katherine Gould Seitz, '91
Tenor, Alexander W. Bradford, '98
Baritone, Robert Carver Diserens, '02

Hughes Musical Club

"America"

Music Under Direction of Louis E. Aiken
J. Warren Ritchey, '89, Accompanist

Committee of Arrangements

Albert D. Shockley, *Chairman* Miss Clara B. Jordan, *Secretary*

Union Board of High Schools

Jacob Shroder
Roderick D. Barney
Charles H. Stephens
Emil Pollak
Albert D. Shockley

Board of Education

Dr. S. B. Marvin
John Schwaab
Dr. E. G. Smith
George W. Harper
William F. Hess

Hughes High School

Dr. E. W. Coy

Hughes Alumnal Association

Miss Clara B. Jordan
Harry M. Hoffheimer
Mrs. O. J. Renner

Trustees of the Hughes Fund

Charles H. Stephens, *Chairman*

Newell H. Hargrave
Roderick D. Barney
Moses F. Wilson
Theodore F. Spear

Building Committee of the Board of Education

Dr. J. M. Withrow, *Chairman*

George Friedlein
Charles A. Corry
Edward J. Durr
Christian Erhardt
A. L. Tischbein
S. Edwin Hamilton

Dr. F. B. Dyer, *Superintendent of Schools*
Charles W. Handman, *Business Manager of the Board of Education*
Dr. E. W. Coy, *Principal of Hughes High School*

The Syrian Temple Shrine Band — Mr. B. C. DeCamp, Manager; Dr. W. S. Locke, Conductor — courteously assisting upon this occasion, is composed of business and professional men of our city, many of whom are graduates of Hughes.

Dr. Louis Grossmann

Invocation by Dr. Louis Grossmann

OUR HEAVENLY FATHER, as we assemble tonight to dedicate this magnificent building, to Thee we give thanks for all things that have made possible this imposing structure with its beauty, its dignity and the abundance and exquisiteness of its equipment.

In this place, sacred to the rights of youth, may coming generations be taught to do the work on which the peace and prosperity of a city depend.

Even as other institutions of our land have made for justice and justness among citizens, so may we find in this institution continued respect for and absolute loyalty to these virtues.

May the youths in this place learn to love what we love, and to do what we have endeavored to do for the encouragement and maintenance of the right and the true.

May they here improve their opportunities so that in honor they may earn the bread which they eat. May this community of ours have a keener sense of everything that makes for health, for peace, for good will.

Even as there will be Light in this place, may there be Warmth. May there be effective guidance and appreciative following, wise helpfulness and affectionate dependence.

May there be a linking of teacher with pupil, of parent with school, in the cause of education, culture, moral stamina, and unwavering loyalty to what is absolutely pure, invariably true, scrupulously honest.

Dr. Eliab Washburn Coy

Principal of Hughes

Remarks by Dr. E. W. Coy

Mr. Chairman, Ladies and Gentlemen, Graduates and Friends:

I wish to express my appreciation of the opportunity accorded me to say a few words on this interesting occasion — an occasion that many of us have looked forward to, sometimes with hope and sometimes almost with despair, for many years. But our hopes have triumphed over our fears, and here we are in this magnificent building.

The transition from that ancient and venerable site on West Fifth Street to this beautiful structure with its spacious corridors, its fine auditorium, and its ample conveniences in all the departments for the work to be done, is something that can not be fully understood and appreciated except by those who have experienced it.

When I think of the place from which we came, and then look around at the place where we now are, I feel like exclaiming with the patriarch of old, "Lord, now lettest thou thy servant depart in peace, for mine eyes have seen thy salvation."

This noble edifice, placed here on this mount of vision, above the smoke and soot and dust and turmoil of the busy city, overlooking and dominating the whole scene, will long stand as a monument to the intelligence, the liberality, and the good taste of the people of this city.

The growth and development of the free public high school in this country, is one of the most striking educational phenomena of the times. All institutions for the education of the people have shown a marvelous growth in recent years. Our colleges and universities are crowded with young men and young women eager to avail themselves of the educational facilities that these institutions offer. The evening schools, the summer schools, even the correspondence schools, and the special schools for men and women of all classes are resorted to by ever increasing numbers. All this means simply that the value and importance of education in every walk of life are coming to be better and better appreciated year by year. But nowhere have the educational growth and development been more marked than in the free public high school. Fifty years ago, there were only between fifty and sixty of these schools in the entire country; today, there are nearly eight thousand. Twenty

years ago, there were, according to the report of the Commissioner of Education, but 200,000 pupils enrolled in the public high schools of the land; today there are nearly 800,000. The causes of this wonderful growth are not far to seek. It is, without doubt, due in part to the general educational awakening already referred to, but the chief cause is to be found in the fact that the free public high school is the great democratic institution for secondary education in this country.

The doors to these schools are open to all classes and conditions, and they enter here on a footing of absolute equality. Their status in the school — the estimation in which they are held — does not depend at all upon ancestry, or wealth, or social position, or race, or religious creed, or any other trappings or pinchbeck adornments. There are but two tests that are applied to everyone who enters these schools: first, the test of character, and second, the test of ability. It is character and ability alone that count here. "The rest is all but leather or freenella." The son of the humblest day laborer sits in the class by the side of the son of the millionaire, and what is interesting in the situation is that the poor boy often gains the victory in the contest for moral and intellectual supremacy. The motto of the public high school is: "Let the best win."

The high school is democratic also because it aims to meet the educational wants of all the young people of the community — not alone the wants of any particular class, or set, or clique. To those boys and girls who have the time, and taste, and inclination to continue their education in higher institutions, we offer, as we have always done, courses of study designed to fit them for these institutions, and we bid them Godspeed on their way. To those boys and girls who can give but four years to their preparation for active life, we offer courses designed to fit them, as well as we may, to enter the business, commercial and industrial life of this city. But, through all these courses there runs a thread of what may justly be called cultural studies, so that there is opened to all the door to a liberal culture, from which alone comes the vision of things otherwise invisible in the intellectual world. We hope to turn out from these courses young men and young women who can not only do things, but also think straight and act intelligently in whatever position in life they may find themselves.

Dr. F. B. Dyer

Superintendent of Schools

Address by Dr. F. B. Dyer

THE NEW HUGHES represents in architecture and equipment the best type of the modern high school. The Board of Education sent a committee to visit the schools in the leading cities of the United States and then agreed to ask for competitive plans for the new building. Plans were submitted by architects from various cities, and an impartial jury selected the present design not only because of its impressive exterior, but because of its separation of the Manual Training Department, with its heavy machinery, from the rest of the building, and because the corner rooms of the building lent themselves to use for laboratory or study rooms. This beautiful auditorium also was one of the features that helped to decide. The New Hughes represents what is called a cosmopolitan high school. All progressive cities are now providing technical training, but many of them provide separate industrial, commercial and academic high schools; here all the courses are brought under one hospitable roof.

We are just learning what it means for a community to provide adequate opportunity for all its youth. America has always stood for opportunity — and our public schools for equality of opportunity, but in the olden time we supposed we were doing our full duty when we offered a single academic course for all, whatever their necessity or ability. The high school is a lineal descendant of the old academy, which was a school for the upper class, for gentlemen's sons, for the learned professions. The industrial and commercial classes, comprising ninety per cent of the people, must take that or nothing. As a consequence, they looked upon the high schools more as a luxury than a necessity.

The Old Hughes was one of the best schools of olden type. It had little equipment, but, with a limited course of study, it needed little. It had few rooms, but these were sufficient for many years. It had, however, the *teachers*. I do not see how it can ever have better ones. I have never seen teaching that impressed me more than what I saw

then and there. Whatever was cultural in Caesar, Xenophon, Chaucer or Legendre, they extracted and distilled into the finest essence. May they, and such as they, ever continue to maintain the high standards of excellence and impart the fine aroma of scholarship that has made the name of Hughes known round the world.

These fine, old courses are preserved in the New Hughes. In widening her doors, she has not lowered her colors, but she has readjusted herself to modern tendencies in education. She has recognized the needs of the ninety per cent whom the old type of high school did not invite. She has recognized that adequate opportunity does not mean identity of opportunity for all, and therefore she has, in the true spirit of democracy, expanded her provisions so as to invite all our youth, whatever their needs. Here each may have that training and culture which may enable him to discover himself, to find out his aptitude and to prepare for that position in life to which his powers and his necessities call him. Carlyle commands: "Find out your task, stand to it." To enable all to do this adequately is the purpose of the cosmopolitan high school. Such is the New Hughes, the masterpiece of the most progressive Board of Education this city has ever known.

Principal Coy has alluded to the new school as the fulfillment of his dreams, and it is a great pleasure to congratulate one who has been honored away from home as much as any educator in Ohio. In any assembly of educators he would at once be recognized. At home, we take him as a matter of course and hardly appreciate what he has stood for all these years. The peer of any high school principal — incorruptible, resolute and strong — he has stood four-square in this city, in dark days as well as fair, for honesty, thoroughness and culture in education. I rejoice that this glad day has come to him.

I wish I could pay all this staff of teachers, who have served our city so nobly, the tribute they deserve, but my allotted time is gone. I believe this beautiful and complete edifice will fitly symbolize the character and efficiency of the instruction within its walls.

Dr. S. B. Marvin

President of the Board of Education

Presentation of the Keys

By Dr. S. B. Marvin, President of the Board of Education

LADIES AND GENTLEMEN:

On behalf of the Board of Education, I congratulate the people of Cincinnati on the completion of this magnificent building. For the past ten or fifteen years it has been realized that our high school facilities were inadequate, but it was not until December, 1905, that definite steps were taken to remedy existing conditions. In December, 1905, the Board adopted a resolution providing that the Superintendent of Schools, Mechanical Engineer and Building Committee make a tour of inspection of the leading high schools for the purpose of studying them and adopting the best and most progressive ideas in the construction of school buildings.

In April, 1906, the Board resolved to select, by competitive bidding, an architect for the proposed new Hughes High School. The question of the greatest difficulty was the selection of a suitable site. After many sites had been suggested and discussed, the present one was finally selected at a cost of $102,000. The total cost of the building is $727,000, and of the equipment is $73,500, making a grand total of about $900,000. The Board as a whole and its members individually feel great pride in having erected so complete, so useful, so ornamental a building. The Building Committee of the Board has been untiring in their efforts and are entitled to great praise for their zeal in the cause of education. It is specially gratifying to note that the attendance has so increased as to justify the fondest hopes of those who were urgent in the demand for a new school building. And, now, on behalf of the Board of Education, I take great pleasure in presenting the keys of this building to Judge Shroder, the President of the Union Board of High Schools. Judge Shroder, with these keys I give you the assurance that the Board of Education, in common with your Board, are unselfishly interested in promoting the best interests of the city and stand ready to co-operate with you and your honorable Board in providing for its citizens school facilities equal to those provided anywhere in the world.

Hon. Jacob Shroder

President of the Union Board of High Schools

Acceptance of the Keys

By Hon. Jacob Shroder

ON behalf of the Union Board of High Schools, I have the honor of accepting this symbol of its authority over this school. To-night, we dedicate this edifice to the cause of education; better than that, to the cause of public education. Responsive to the activities of the time, the education of the youth under this roof is now broadened and enlarged far beyond the limitations laid down in times gone by. It is adapted to the vast social and economic development that has marked human progress in the past quarter of a century. The work laid down for our youth is preparatory to what they will encounter in the future, whether their paths lead into the halls of colleges or into the shops or marts which make up the university of our workaday world. This responsibility faces them now, as it does their elders upon whom rest the obligations of careful counsel and guidance. It is for this reason that the dedication of our high schools marks the opening of a new era in the educational history of our city.

By speech and print our little world here has been informed that the course of study is so arranged that the youth who aims for a liberal education, will receive the initiative which will lead to the colleges and universities, and the youth who seeks an earlier entrance upon his life's career, will be equipped to win success in its activities. The classical course will continue to maintain the position it holds relatively in all institutions of learning, and the parallel which the industrial course sustains to the classical can but tend to elevate it in point of dignity and in the esteem of society. The courses are both calculated to meet the necessities of the working classes — those who work with the brain as well as they who work with brawn.

The commercial course will equip our young men for the demands of modern business, its strenuousness and its advanced methods; it will enable them to break through the shell in which their predecessors have been content to restrict their powers and to expand their energies

beyond the boundaries of their own country. It will fire their ambition to look beyond its horizon, and to learn the language, the customs, the usages, the needs and the business ways of those large, progressive nations which are forging ahead in Latin America. It will teach us North Americans how to avail ourselves of our natural advantages and to head off the growing rivalry of Germany, France and Great Britain in those large and fruitful fields of commercial enterprise, extending beyond our Panama Canal.

The Manual Training and Domestic Science branches will confer upon society the blessings not only of self-helpfulness, but also the ready use of those faculties which will make for the material wealth and comfort.

The Domestic Science branch and its associate, the Art Course, including Music, will contribute to the comfort and happiness of our home life. They will aid our young women in the discharge of the noblest function allotted to humanity — that which makes and cares for the household and the home — that which rears the priestesses of the domestic altar.

But above all these considerations are the inspirations which within these walls will quicken the purposes of our youth and build up their character. From this structure will they emerge true American citizens, men and women, alert, strong in mind and body, with unconquerable moral courage and firm, law-abiding disposition. Theirs will be the ambition to keep on foot the wholesome influence of old Hughes. To this object do we dedicate this edifice. The past is sufficient guaranty for the fulfillment of what it promises. It assures us that the work of the Principals, Barney, Knowlton, Thornton and Coy, will live through the agency of Hughes graduates wherever American ideals will prevail.

Tonight, we offer testimony to the far-reaching influence of a good act, however humble its origin. Tonight, we revere the humble cobbler, Thomas Hughes, who in reality founded this new Hughes eighty-six years ago this day. What poetry, what eloquence, what other form of art can adequately picture to us the nobility of that act? History may lend its pen to portray to us him pursuing his daily work in his shop on Liberty Street, beyond the limits of the city. Even then,

his humble station kept his name out of the directory of the day. Yet, with his neighbors, John and James Melindy, by the counsel of his friend, William Woodward, and even before the great State of Ohio had enacted any effective laws for the financial sustenance of its schools, a power greater than the example of government or the force of social position, the spirit of charity in the bosom of Thomas Hughes, projected the idea whose materialization, after a lapse of nearly a century, we are celebrating tonight.

What he and his friends then did, it is for us now to emulate and improve. And our Hughes boys and girls, with this beautiful, modern structure, with the enthusiasm of our Superintendent and teachers who lead their bewildered feet through a maze of learning, with the wise counsel, ready help and active sympathy of the loyal Hughes Alumnal Association, with the affectionate and loving influence of parents to assist them — these Hughes boys and girls will be eager to imbibe and keep up the fine Hughes spirit, of which it can be said:

> All possibilities are in its hands;
> No danger daunts it and no foe withstands.
> In its sublime audacity of faith,
> "Be thou removed," it to the mountain sayeth,
> And with ambitious feet, secure and proud,
> Ascends the ladder, leaning on no cloud.

Alma Mater

Mary Helen Lathrop Nelson

Affectionately inscribed to Miss Clara B. Jordan

O Alma Mater, we look back
To where the dear past lies,
Among the hazy hills of youth,
Aglow with warm sunrise.
As through a mist of years we look,
And memory's gentle light
Falls softly on that place of dreams,
Of youthful dreams and bright;
And for that pleasant past, to thee,
Alma Mater, Alma Mater,
We owe our love and loyalty,
Alma Mater.

Remembrance brings us not regret
That happy days are gone;
The past was a foundation rock
To build the future on.
O gentle mother, thou didst give
That future fair and far;
Thou gavest us what we may be —
The best of what we are.
For all thy gracious gifts, to thee,
Alma Mater, Alma Mater,
We give our love and loyalty,
Alma Mater.

We had from thee the silken cord
To guide us through the maze,
And thou didst give the magic sword,
To win us love or bays.
So, of those starry dreams of youth,
If some have come to be,
If we should aught achieve, we owe
Our grateful thanks to thee.
For all thy gracious gifts, to thee,
Alma Mater, Alma Mater,
Thy children pledge their loyalty,
Alma Mater.

O Alma Mater, thou dost stand
With forward-looking eyes;
On, on, and upward is thy way,
Far, far thy future lies —
Beyond the utmost purple hills,
Where earth and sky are one,
To the dusk and night and singing stars,
Beyond the setting sun;
And may our children's children be,
Alma Mater, Alma Mater,
Thine own in love and loyalty,
Alma Mater.

An age of marvels thou hast seen,
And age on age shall be,
Yet hold thou high the flaming Truth,
The Truth that makes men free.
Ages more vast before thee wait,
And onward lies the goal,
From progress of material things
To progress of the soul.
And countless generations be,
Alma Mater, Alma Mater,
Thine own in love and loyalty,
Alma Mater.

Music Commented Upon by Mr. Shockley

The music for the beautiful poem, "Alma Mater," was written by Mrs. Clara Yorston Woodside, a Hughes graduate, and forms a delightful setting for the exquisite verse.

Mrs. Woodside is deserving of the greatest credit, as she undertook the work without very great time for its preparation. A very sweet soprano solo forms the opening number, followed immediately by a spirited refrain from the chorus, expressing love and loyalty for the beloved Alma Mater.

The baritone voice renders the second stanza with a theme entirely different from the soprano, leading into the same refrain from the chorus. Successively the contralto and tenor voices are heard, the contralto in a gentle, flowing melody, to which the rather martial strain of the tenor forms a pleasing contrast.

In the fifth stanza, the four solo voices unite in an effective quartette of great beauty, followed by an impressive finale taken by the chorus. This finale concludes with a choral movement, broad and dignified in theme and treatment, terminating in a massive and forceful climax. The entire composition is a most worthy effort, and reflects great credit upon the composer.

Ode to Thomas Hughes

Jean Olive Heck, '03

Dimly there rises from the tomb
Of vanished years, a narrow room
Within a cabin poor and small
Yet radiant, like the cattle stall
Of Bethlehem, with Heaven's light
And like the Nazareth workshop bright
With kindness; there he mended shoes,
A humble cobbler, Thomas Hughes.

A thoughtful look was on the face
That bent with earnest eyes to trace
In straight array those stitches neat,
That smoothed the way for weary feet.
His wife lay buried o'er the sea;
No children of his own had he,
Yet on dream-children would he muse,
This poet-soul, our Thomas Hughes.

Strong youth and budding womanhood,
The children of the future stood
About his bench; they smiled and said:
"Our strength and beauty shall be wed,
Our sons shall be a stronger race,
Our daughters lovelier of face,
If only we can learn to use
Our gifts aright, good Thomas Hughes."

He heard and answered; that they might
Be taught to use their gifts aright,
He freely gave; and others, then,
Gave likewise; so each year again
His wise investment shall repeat
His life-work; still, the eager feet
Of Cincinnati's children use
The pathway smoothed by Thomas Hughes.

Wise founder of a city's weal,
Unerring seer of the real,
Brave lover of all loveliness,
With skill to plan and will to bless,
Unfaltering chooser of the true,
We owe a debt of love to you,
For from your life we learn to choose
A life of service, Thomas Hughes.

Dr. Andrew F. West Photo by Haeseler, Phila.

Extracts from the Address of Andrew F. West

Dean of Princeton

THERE are three circles in which intelligence ought to be secured. First, knowledge of the world of things outside, to which the answers are given in the teaching of science. Second, knowledge of the world of mankind outside of us, to which the answers are given in the teaching of history, and of social and political institutions. Third, knowledge of the world inside, our own selves, to which the answers are given in the teachings of literature and philosophy.

One who has the central truths in these subjects, who has the sight to see them, the insight to understand them and the foresight to apply them, is intellectually educated. Where education is secured, all else that is good will follow; where this is lacking, all else is useless; and all the appliances and devices, mechanical, industrial, or technical, without this great intellectual foundation, are of comparatively little use.

Herein lies the chief task of the teacher, to develop intelligence, and in this work the great art of teaching finds its justification.

* * * * Just as there are physical compulsions in human life, so there are some intellectual compulsions which we must learn to obey.

There are two things of greatest worth in education — the study to teach us to think straight, and the study to enable us to express ourselves truly — to speak, to write and to do what we have thought, straight.

The arts of speech are the persuaders of men. The student must learn self-mastery and make the things compulsory in intellectual life serve him.

Manual training appliances are most valuable when used with brains — absolutely worthless when used without brains.

In grammar, the one tense that hampers and handicaps us all is:

I don't like to work.
You don't like to work.
He or she doesn't like to work.
We don't like to work.
You (the Faculty) don't like to work.
They (the Board) don't like to work.

There is great need of brains in teachers. The personality of the teacher, the indescribable something which all do not possess, means everything, and it is this influence that vibrates knowledge to the student even when he does not want to work.

In words of richest eloquence Dr. West paid gracious tribute to the teachers of Old Hughes, who he said "distilled the old masters into the finest essence." He closed by saying that teaching was a more subtle and delicate art, and fraught with more lasting results than any work done by pencil, pen or brush by other artists; that the teacher who can shape the aspirations of the human soul is creating a greater work of art than any cathedral or any symphony.

DRAWING

Charles W. Handman

A Brief Description of Hughes High School

By Charles W. Handman, Business Manager

THE building is situated on one of the highest levels of the city, and the massive gothic tower can be seen for a distance of twenty miles. The lot is four hundred and twenty by four hundred and twenty-seven feet, comprising a full city square.

The structure, consisting of the three-story main building, with tower six stories high, and the two-story annex, is three hundred and nine by two hundred and seventy-eight feet, covering an area of sixty-eight thousand, three hundred and twenty square feet, with two hundred and forty thousand, eight hundred and twenty square feet of floor space.

The building contains about two hundred rooms, eighty of which are classrooms proper, and it has a seating capacity of sixteen hundred pupils, and represents a total cost of about $900,000.

To appreciate fully the magnitude and scope of this magnificent structure one should make a systematic tour of the building, beginning in the sub-basement of the annex at the extreme west end. Here one views the great heating and ventilating plants, with six two-hundred-and-fifty-horse power boilers, the series of steam pumps, and the two large air washers on each side of the building. All the air breathed in the building passes through the heating coils and is then washed and purified by passing through a shower of water, entering the rooms free from all dust and impurities and at a temperature of sixty degrees Fahrenheit. By means of the air washers we are enabled to furnish each pupil thirty cubic feet of air, washed and free from all impurities, every minute, or an entire capacity of forty-eight thousand cubic feet per minute.

On the floor above the heating plant, the foundry, forge and machine rooms of the Manual Training Department are located, and the entire floor above this is devoted to woodworking and pattern making. This completes the tour of the "Annex."

Entering the building through the main entrance on Clifton Avenue, we come upon the beautiful and spacious lobby, laid with mosaic tile, mounted with native marble and decorated with carved marble shields.

Passing through the lobby we enter the largest auditorium in the city, with a seating capacity of more than sixteen hundred, with every chair so located as to afford a full and unobstructed view of the stage. According to authorities, the acoustic properties are perfect.

Immediately on the left of the lobby are the principal's offices, on the right the teachers rest rooms.

The Biology Department occupies the south side with zoological and botanical laboratories completely equipped, and spacious lecture rooms. A series of classrooms occupies the north side of the building.

The Domestic Science Department occupies the entire east and north sides of the basement below, with completely equipped kitchens, chemical laboratory, dressmaking, millinery and fitting rooms, and a model flat of three rooms completely furnished.

The south side is occupied by the girls and boys dining-rooms, with a combined seating capacity of seven hundred, and a large, fully equipped kitchen between. About twelve hundred are served here daily.

The sub-basement is occupied entirely by the boys and girls gymnasiums, with shower and plunge baths, locker and dressing-rooms adjoining each. The importance of physicial training in connection with regular school work is fully appreciated, and no expense has been spared to place this department on a par with the best in the country.

Class and study rooms occupy the second floor, with a large and completely equipped library situated in the center of the hall directly opposite the auditorium balcony.

The Commercial Department, with banking, typewriting and book-keeping rooms, occupies the east hall of the third floor. The quarters are roomy and comfortable, the equipment consistent with that displayed in the actual business world.

On the north side is located the Art Department, with free-hand and mechanical drawing quarters, with an equipment complete and modern in every respect.

A large music room, with a stage and seating capacity of one hundred and twenty-five, adjoins the Art Department on the north.

The south wing is devoted entirely to the Chemical and Physics Departments, with fully equipped laboratories and large lecture rooms.

On the fourth, fifth and sixth floors of the tower are large rooms fifty feet square with Tourelles. These rooms can be utilized for club purposes. The roof of the tower is designed and constructed for observation, and it is also planned to install a wireless telegraphy outfit on the tower roof in connection with similar outfits at the other high schools.

The furniture throughout the house is of quartered oak, natural finish to match interior woodwork of the building, and of the improved sanitary type.

The building is lighted by electricity and cleaned by means of a modern vacuum cleaning plant.

Space will not permit a more detailed description in an article of this nature, but in conclusion I wish to say that Cincinnati has given to her youth a high school in construction and equipment surpassed by none in the country — and it will stand for years to come as a monument to the cause of perfection in school architecture and equipment.

MANUAL TRAINING

View of Auditorium of New Hughes as It Appeared on Dedication Day

Committee on Decoration

Miss Mary B. Prather

Hon. Harry M. Hoffheimer

Mrs. O. J. Renner

Meeting of the Dedication Committee

THE first meeting of the Committee on Dedication of the new Hughes building was held on Thursday, November 3, 1910. At this meeting it was decided to devote Friday, December 2, to the Dedication Exercises — the morning for the pupils, the evening for the public.

By a unanimous vote it was decided to have everything, if possible, done by Hughes graduates. In accordance with this decision, the new Hughes seal submitted by Miss Flora Finch Sherwood, Hughes, 1904, was indorsed by the entire committee.

The decorating was entrusted to the Hughes Alumnal Association, which body assumed all pecuniary obligations.

The special Committee on Decoration consisted of Miss Mary B. Prather, Judge Harry M. Hoffheimer, Mrs. O. J. Renner.

VI
VII
VIII
IX
X
XI
XII
I
II
III
IV
V
PEREVNT
ET
IMPVTANTVR

Acceptance of the Sundial

BECAUSE of the generosity of Mrs. John H. Frey, of Avondale, to the Hughes Alumnal Association (through Mr. Charles H. Stephens), we can, with fervent gratitude to the donor, and with pardonable pride, point to the old sundial on our new building. Traditions and historical atmosphere are most valuable to a nation — a state — a school.

Dr. S. B. Marvin communicated to the Union Board of High Schools, at the meeting held Thursday, May 4, 1911, the generous offer of Mrs. Frey.

The offer was accepted with thanks, and Mr. R. D. Barney, an enthusiastic authority on sundials, on behalf of the Alumnal Association of which he is president, offered to defray the expense of the setting of the sundial, which is a facsimile of the one that is in St. Augustine, Florida, on the oldest church in America.

The inscription, *"Pereunt et Imputantur,"* "The hours pass and are reckoned," indicates that our Almighty Father keeps a record of the actions of each hour as it passes into eternity.

We Are Indebted to

Mrs. Flora Finch Boone, Hughes, '93, for two thousand beautiful pennants donated by her on Dedication Day.

Mr. Elmer L. Foote for the picture of the laying of the corner stone and that of the auditorium with its decorations.

The Park Commissioners and Superintendent Longenecker for the gorgeous chrysanthemums which added so much to the appearance of our magnificent auditorium.

The Committee on Decoration for their very effective work.

The Syrian Temple Shrine Band for their generous assistance at the Dedication.

All persons and all sources from whom or from which have been obtained many things that appear in this volume.

Main Entrance, New Hebrides

Class of 1912

Class of 1913

Class of 1914

Class in Girls Gymnasium

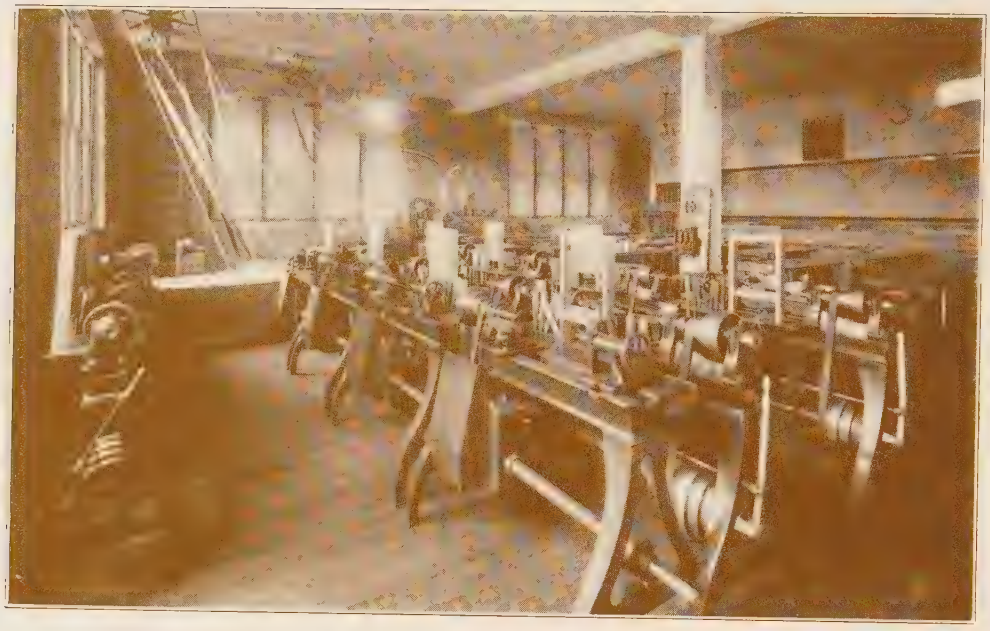
Boys Gymnasium

Botany Laboratory, Biological Department

Chemical Laboratory

Domestic Science Dining-Room

Domestic Science Kitchen



Pattern-Making Room, Manual Training Department

Hughes Baseball Team

Class of 1911

Louis C. Albers

Hartford Allen

Edyth Alexander

Joseph R. Armleder, Jr.

Alma B. Barkley

HERBERT A. BEIGEL

RALPH E. BELSINGER

LUCILLE BUCKNER

BLANCHE ELINOR BUECHE

ETHEL BULLERDICK

ENOLIA IRENE CHAMBERS

VERNA C. DANIELS
Class President

GRACE HELEN COOK

EDGAR A. CLYDE

STELLA M. DIERINGER
Class Secretary

Selma E. Dinkelaker — Alice C. Diver

Camilla Jessie von Egloffstein

Marguerite Ellis — Martha Ellis

Elsa L. Ewald
"Old Hughes" Staff

Florence M. Feid

Neil Farrell

Clinton G. Fisher

Leland Fleming
Class Treasurer

Katherine Cornealia Foote

Edna D. Franke

Flora L. Francis

Emma D. Franke

Marie M. Gaessler

HENRIETTA C. GAKER
"Old Hughes" Staff
NETTIE RUTH HALL

ANNA E. GIBBONS

LYDA MAE GEISLER

NORMA D. HARRIS

Phyllis Hauck

Mildred Herier

John Herier

Walter E. Heath

Alma E. Hessler

May Elizabeth Hollis

Edith L. Jackson
"Old Hughes" Staff

Robert B. Hyde
"Old Hughes" Staff

Anna Hunt

Lee A. Juillerat

Olive Keck

Harry Klein

Charles W. Kopenhoefer

Nilma Dorothy Kinning

Crystal Iona Kyrlach

Carla Lange

Richard McAlpin

Ruth M. Linder

Alice C. E. Leininger

Nora MacNally

Ora Anna Mageer

Irene Markland

Hattie Malter

James Stephen Mahon

Florence Ruth Mayer

JOSEPH MAXWELL

EMMA HENRIETTA MORRISON

HARRY E. MORTIMER

ROBERT MURDOCH

Assistant Business Manager "Old Hughes"

FREDA E. MUSEKAMP

Laura Margaret Oberhelman

Elma M. Owens

Norma Pahren

Bessie Ockrant

Alma L. Putman

May Ritchie

Louis Rubenstein

Clifford J. Rolle
"Old Hughes" Staff

Ruth Virginia Ryan
Editor "Old Hughes"

Fanny Sachs

MARIE SANGER

HELEN SCHEAR

ALFRED C. SCHICK

Assistant Business Manager "Old Hughes"

B. HELEN SCHMIDT

ALBERT J. SCHOHL

Grace Schriefer

Luella Schroeder

Herbert H. Schroth
Business Manager "Old Hughes"

Louis Silberblatt

Nathan Silberblatt

Lucian E. Simms

Victorine M. Snabley

Erwin Spettel
"Old Hughes" Staff

Abigail D. Stapleford

John Story

WALTER H. STRAUSS
Editor "Old Hughes"

LAURA STRIKER

MARGARET VIOLA THOMPSON

KATHARINE S. VENNING

HELEN J. WAGNER

Loretta M. Walker

Florence E. Weisenbach

Alfred G. Wheeler
Class Vice-President

Carolyn E. Wiggerman

Ruth S. Wilkinson

Jessie Wood

Clifford D. Everson

Murray Horton

David H. Grodsky
Class Orator

Julius Rogovin

Elmore M. Schroth

James H. Winnes

Program of Graduation Exercises

June 9, 1911

Coronation March . . . . . *Le Thiere*

Organ and Orchestra

Chorus, "The Lord is Great" . . . . . *Mendelssohn*

The Lord is great! Ye hosts of heav'n adore Him!
And magnify and glorify His great and holy name,
We'll sing with joy, we'll sing with joy before Him,
Let heav'n and earth, with one accord, His wondrous pow'r proclaim.

The Lord is great! His majesty, how glorious!
Resound aloud His praise for evermore,
Extol His name, He is the King victorious,
With majesty He reigns above, and rules from shore to shore.

Awake, my tongue, glad tribute bringing,
Let ev'ry heart with joy and gladness singing,
The sound pour forth from every land and nation,
To God above be thankful adoration.

Invocation . . . . . REV. FRANK NELSON

Chorus, "Awake, Aeolian Lyre" . . . . . *Danby*

Awake, Aeolean lyre, awake,
And give to rapture all thy trembling strings,
From Helicon's harmonious springs,
A thousand rills their mazy progress take.
The laughing flow'rs that round them blow,
Drink life and fragrance as they flow.

Now the rich stream of music winds along,
Deep, majestic, smooth and strong,
Through verdant vales and Ceres' golden reign,
Now headlong, impetuous, see it pour,
The rocks and nodding groves
Rebellow to the roar.

Chorus, "Lovely June" . . . . . *Arditi*

Gladly, oh! how gladly,
Do we hail thee, oh thou fair month of June,
Yes, we love thee, month of roses,
With thy heart, our heart throbs in tune.

Nature's voice, now softly calling,
Biddeth summer arise,
While gently descends the dew
From the evening skies.

Lovely June, O come, bring thy sun, thy buds and thy flowers. Hail, lovely June.
Birds their sweetest songs are reciting and inviting us to forest streams and woodland glades, 'neath cooling shades.

Speaker for Woodward . . . . . FREDERIC W. FRANZ

Subject, "School and Citizenship"

Chorus, Bridal Chorus from "Rose Maiden" . . . . *Cowen*

'Tis thy wedding morning,
Shining in the skies,
Bridal bells are ringing,
Bridal songs arise.

Op'ning the portals of thy paradise,
'Tis the last fair morning for thy maiden eyes,
'Tis thy marriage morning,
Rise, sweet maid, arise.

Chorus, "Cobwebs" . . . . . *Gerrit Smith*

I think today was washing day,
I saw on passing by
The little fairy handkerchiefs
Spread on the grass to dry.

There is to be a wedding soon,
The busy spiders spin
A gauze to make the fairy bride
Her veil so soft and thin.

For fear that showers may descend
The kindly fairies have supplied
Umbrellas for the wedding guests,
Their finery to hide.

I think today was washing day, etc., etc.

Speaker for Hughes . . . . . DAVID H. GRODSKY

Subject, "The Man and the Hour"

Chorus, by the combined Girls' Glee Clubs of the three High Schools,

"The Snow" . . . . . *Edward Elgar*

O snow, which sinks so light,
Brown earth is hid from sight,
O soul, be thou as white
As snow.

O snow, which falls so slow,
Dear earth, quite warm below,
O heart, so keep thy glow,
Beneath the snow.

O snow, in thy soft grave,
Sad flow'rs the winter brave,
O heart, so soothe and save,
As does the snow.

The snow must melt and go,
Fast, fast, as waters flow,
Not thus, my soul, O sow thy gifts
To fade, like snow.

O snow, thou'rt white no more,
Thy sparkling, too, is o'er,
O soul, be as before,
Was bright the snow.

Then, as the snow, all pure,
O heart, be, but endure,
Through all the years, full sure,
Not as the snow.

"The Gypsies" . . . . . *Brahms-Shelley*

Ah! So idly o'er the mountains wending,
The merry song with laughter blending,
From out the gypsies' land we take our way,
And scatter on the winds our songs so gay.
Ah! we go lightly,
Ah! we go brightly,
We dance, with eager footsteps flying,
Now, where the grass grows,
Now, where the wind blows,
Where the shadows 'neath the trees are lying,
Music sounds, and we are flying.

Free from care we onward stray,
Ripe fruits grow beside the way,
Where the dancing streams abound
And laughing waters gaily sound.
Like the birds I make my nest
Among the reeds and take my rest.

Ah! So idly o'er the mountains wending,
The merry song with laughter blending,
From out the gypsies' land we take our way,
And scatter on the winds our songs so gay.

I can read the starry skies
All that in the future lies —
There it shines, eager lovers.

Come, then, you who would be told
If your sweetheart verily love you,
Bring the gypsies shining gold,
And your fortune unfolds before you.

Ah! So idly o'er, etc., etc., etc.

Speaker for Walnut Hills . . . . CHARLES HENRY ROSENTHAL

Subject, "The Ephebic Oath"

Chorus, "Sing, Robin, Sing" . . . . . *Joseph Surdo*

Words by John Bennett; used by his permission and by permission of the Century Co.

Robin, abob in the top of the sycamore,
Swinging and singing and flinging your song
Out on the April breeze, over the maple trees,
Like a gay cavalier, lilting along.
Over the hills to the valleys of Arcady,
Thro' dewy dells where the spring blossoms blow,
Out of gray shadow-lands, into May meadow-lands,
Starry with windflowers whiter than snow,
Oh, let me ride with you,
Robin, to Arcady,
A-spur thro' the cool of the dew and the dawn;
Oh, let me sing with you,
Make the road ring with you,
Gaily and gallantly galloping on.

Sing, Robin, sing a wild ballad of Arcady,
Fresh as the wind and the dew of the dawn,
Sing as I ride with you, sing side by side with you,
While we go galloping gallantly on.
Sing of the deeds that were done while the world was young,
Sing of brave stories that never were told,
Sing of the olden time, sing of the golden time,
Sing of the glory that never grows old,
Oh, sing the grand hymn
In the throat of the summer hills,
Oh, sing the wind's song and the rush of the rain,
Sing of the mystery
Older than history,
Sing by the seed in the growth of the grain.

Sing of the song of the sun and the summertime,
Sing me the song that the bumblebee drones,
As he goes blundering home from his plundering,
Deep down in orchards that nobobdy owns.
Flute-throated herald of June and of hollyhocks,
Ripple-tongued singer of roses and rain,
Earliest, merriest, bravest and veriest
Promise of summer and sunshine again,
Come, let me ride with you,
Robin, to Arcady,
Over the hills, in the dawn of the day,
Out of the shadow-lands,
Into the meadow-lands,
Where it is summer forever and aye.

Remarks . . . . . GEORGE W. HARPER
President

Conferring of Diplomas . . . . . F. B. DYER
Superintendent

Chorus, "America"

LOUIS E. AIKEN, Musical Director J. WARREN RITCHEY, Organist

Graduates for 1911

Woodward High School

Edmund D. Lyon, *Principal*

Walter Theodore Abel
Alexander Jos. Blackburn
Edgar F. Bradford
William Bruckmann
Lucien S. Carr
Russell L. Cook
Stanley S. Cook
Donald F. Dearness
Theo. Paul Doering
Otto R. Durand
Richard Welborne Fox
Jacob Franklin
Frederic W. Franz
Jacob Benjamin Fialkel
Otis Paine Grant
Charles W. Gravenkemper
Robert Harrell
Benjamin Harig
Franklin Harmon
Carl E. Hust
William Wallace Innes
Walter A. Ireland
Stuart Deming Jackson
Fred J. Jacky
Paul K. Johnston
Lawrence Kissel
Paul Otto Kornau
Max C. Labermeier
William A. Lawton
David N. Levy
Earl D. McKinney
Wilbur S. Maish
Harry H. Mohring
Walter H. Meier
Thos. M. L. Miller
Robt. Nohr, Jr.
Hugh Phares
Samuel W. Phillips
Edwin Frank Pierle
Paul F. Rettich
Clifford William Rosemeyer
Elmer Ruehl
Clarence Sackhoff
Robert Valentine Sammet
Robert J. Schraer
John C. Sebastian
John G. Segelken
Harold J. Siebenthaler
Wesley Snyder
Lloyd J. Stanbery
Leland Winthrop Stark
Erwin Starke
Clarence J. Steiner
Kimble W. Stevenson
Rudolph W. Streicher
Clarence J. Strobel
Giacinta Valerio
William G. Werner
Alfred P. Winkler
Emil Knappman Wuerdeman
Edward J. Wuest
Geo. Zehler, Jr.
Frank Louis Zugelter
Alice Bragdon Allee
Julianna Carolina Bahr
Margaret Ruth Baker
Marguerite Beck
Lillian Sophia Benzing
Carrie Magdalin Biederman
Ella Anna Claassen
Pauline Straub Cregmile
Helen Lael Crockett
Marie Louise Detmering
Alma Sophie Dieckmann
Sophie Eid
Frances Epple
Anna Epperhart
Lucille Ferris
Mildred Lucille Frazer
Edna E. Froehlich
Mathilda von der Halben
Emelin Happersberger
Catherine Margaretta Heyn
Patsy Worth Hill
Ruth Catherine Hooke
Louise Caroline Kaichen
Helen Elizabeth Keim
Ruth Haskell Keller
Jennie Killam Kennedy
Dorothy Mary Kent
Edna Elizabeth King
Caecilia Elinore Kuehnle
Norma M. Langenbein
Annie May Lee
Margaret Anna Lindemann
Helen Frances Lindsey
Sadye Lowenstein
Margaret Veronica Magee
Jeannette Agnes Mallin
Isabelle Manns
Marcella Elizabeth McCormack
Mary Kathryn McKibben
Emma May McKinley
Edith Meta Miller
Esther P. Muller
Myrtle Amelia Mummert
Martha Muth
Agnes Pauline Myers
Luanna Roberta Nevin
Edna Louise Noe
Mildred Chester Ohlsen
Anna May Orr
Freda Otten
Georgiana Pattison
Augusta Anna Pfeifer
Mildred Marie Pfister
Lillian Randolph
Mattie Berry Reppert
Florence Miriam Richardson
Hilda Marguerite Riedinger
Lily Ryan
Sadie Marguerite Samuels
Jeanette Mabel Scheid
Mildred I. C. Schopp
Edna Dorothy Schwein
Hattie Sebastian
Alice Louise Sherike
Marie Frances Slattery
Florence Anna Smith
E. Margaret Stegemeyer
Hilda Magdalen Stengel
Nelda L. Stuehrk
Karolina Suter
Helen Catherine Taylor
Helen Anna Van Horn
Stella Catherine Visconti
Esther Florence Volkert
Henrietta Washam
Helen Washburn
Marguerite Watkins
Cecil Lida Welch
Alma Marie Wuest
Olga Antoinette Wunsch

Hughes High School

Eliab Washburn Coy, *Principal*

Louis C. Albers
Edyth Alexander
Hartford Allen
Joseph R. Armleder, Jr.
Alma B. Barkley
Herbert A. Beigel
Ralph E. Belsinger
Lucille Buckner
Blanche Elinor Bueche
Ethel Bullerdick
Enolia Irene Chambers
Edgar A. Clyde
Grace Helen Cook
Verna C. Daniels
Stella M. Dieringer
Selma E. Dinkelaker
Alice C. Diver
Camilla Jessie von Egloffstein
Marguerite Ellis
Martha Ellis
Clifford D. Everson
Elsa L. Ewald
Neil Farrell
Florence M. Feid
Clinton G. Fisher
Leland Fleming
Katherine Cornealia Foote
Flora L. Francis
Edna D. Franke
Emma D. Franke
Marie M. Gaessler
Henrietta C. Gaker
Lyda Mae Geisler
Anna E. Gibbons
David H. Grodsky
Nettie Ruth Hall
Norma D. Harris
Phyllis Hauck
Walter E. Heath
John Herier
Mildred Herier
Alma E. Hessler
May Elizabeth Hollis
Murray Horton
Anna Hunt
Robert B. Hyde
Edith L. Jackson
Lee A. Juillerat
Olive Keck
Norma Dorothy Kinning
Harry Klein
Charles W. Kopenhoefer
Crystal Iona Kyrlach
Carla Lange
Alice C. E. Leininger
Ruth M. Linder
Richard McAlpin
Nora MacNally
Ora Anna Mageer
James Stephen Mahon
Hattie Malter
Irene Markland
Joseph Maxwell
Florence Ruth Mayer
Emma Henrietta Morrison
Harry E. Mortimer

Robert Murdock
Freda E. Musekamp
Laura Margaret Oberhelman
Bessie Ockrant
Elma M. Owens
Norma Pahren
Alma L. Putman
May Ritchie
Julius Rogovin
Clifford J. Rolle
Louis Rubenstein
Ruth Virginia Ryan
Fanny Sachs
Marie Sanger

Helen Schear
Alfred C. Schick
B. Helen Schmidt
Albert J. Schohl
Grace Schriefer
Luella Schroeder
Elmore M. Schroth
Herbert H. Schroth
Louis Silverblatt
Nathan Silverblatt
Lucian E. Simms
Victorine M. Snabley
Erwin Spettel
Abigail Dilworth Stapleford

John Story
Walter H. Strauss
Laura Striker
Margaret Viola Thompson
Katharine S. Venning
Helen J. Wagner
Loretta M. Walker
Florence E. Weisenbach
Alfred G. Wheeler
Carolyn E. Wiggerman
Ruth S. Wilkinson
James H. Winnes
Jessie Wood

Walnut Hills High School

Wm. Taylor Harris, *Principal*

Ida Dorothy Adams
Joseph Adler
Helen Leah Aichholz
Carolyn Jeannette Ballenberg
Elsa Barbara Bardes
Amy Esther Barton
Florence Adele Bates
Hilda C. Baum
Ethel Eunice Blesch
Frank L. Bluestein
Hilda Boss
Helen Elizabeth Bowman
Karline Meyerfeld Brown
John Arthur Buhr
Margaret Burgoyne
Winfred A. Campbell
Samuel Cantor
Harriet Catherine Chambers
J. Chester Cloude
Dorothy Cohen
Dorothy Katherine Cox
Celeste Vedder Critchell
Helen Eloise Cunningham
Evan T. Davies
Hildred Elsie Diamond
Elsa Adele Dohrmann
Louise Anderson Domhoff
Vera Louise Drabner
Fannie Nathalie Drucker
Anne Poyntz Duke
Geneva Gertrude Durkin
Samuel Gale Ebling
Gladys Fae Ellis
Ruth Espach
Edward Earl Evans
Stella Feibelman
Arthur M. Feldman
Helen Margaret Flanagan
Sylvia Cecil Frankel
Nell Spencer Frazier
Ruth Freiberg
Matilda Gerling
Roberta Moore Gibson
Stella Florence Green

Goldene Greenberg
Hazel Vance Haines
Pearl Hamma
John E. Hansen
Mary Helen Harding
Helen Priscilla Harris
Warren Jerome Heldman
Louis Mayer Herzfeld
Stanley M. Honey
Charles Hooper, Jr.
Harriet Elise Howland
Wilma Grace Hunt
Abbie Jackson
Herbert Jacobs
John F. Kahle
Elizabeth Alice Keeler
Olivia Kinker
Helen E. Kirschner
Mildred E. Koch
Katherine Kaichen Krouse
Justus Louis Kruckemeyer
Ella May Lally
Ruth Elizabeth Lanfersiek
Norma Bertha Lange
Wilson Clifford Latta
Elmer T. Laurence
Cyrus Lawson
Bertha Lazaron
Martha Amanda Lemon
Flora Levine
Alfred S. Levy
Samuel I. Lipschitz
Kathryn A. Long
Norman M. Lyon
Mary Julia McCabe
Jane McDowell
Earl P. MacPherson
Erna Margaret Majoewsky
Alma Marks
Lillian Marguerite Marsh
William Howard Martin
Nathan Michelson
Iphigene Helen Molony
Juanita M. Moyse

Clifford Leroy Mueller
Nettie Mueller
Ernestine Newburgh
Marie Rebecca Nonnez-Lopes
Bertha Agnes Ott
Lillian Emily Parrish
Bernard Pepinsky
Chauncey Pichel
Paul Phillips
Norma Probst
Ruth Katherine Richardson
Arline Mervyn Riggs
Clarence S. Rockel
Charles Henry Rosenthal
Frederick G. Schaarschmidt
Marie Schiffmacher
Esther Lydia Schroeder
Erwin G. Schuessler
Gladys Louise Schultz
Edward A. Seibert
Amor William Shafer
Ruth Small
Agnes Frances Sokup
Mabel Julia Spangenberg
Edith Marie Stanton
Elizabeth G. Strickland
Horace H. Stueve
Aline Swisher
Ethel A. Tahse
Marguerite Rose Taylor
Francis Earl Thompson
Edna Helen Tischler
John Warren Tomassene
Margaret Anthony Tracy
Irma Wachtel
Edward A. Weber
Aimee Weiss
Odin Wilhelmy
Gladys Lewis Willis
Leela Frances Winkler
Mattie Winston
Helen R. Wise
Agness Camille Wray
Joseph Donald Wright
Ione Juanita Zerbe

MANUAL TRAINING

Contents

PAGE

"Alma Mater," Poem..... 104
Alumnal Association, Officers.... 11
Barney, H. H..... 27
Class of 1911..... 125
Committee of Arrangements —
Corner Stone Laying..... 49
Dedication Exercises.....89, 115
Contract, Woodward-Hughes ... 30
Coy, Dr. E. W., Remarks..... 93
Dedication Day Program..... 51
Dedication Exercises, Program, 62, 88
Dyer, Dr. F. B., Address..... 96
Edwards, John M..... 39
Foreword 7
Founder's Day, Program..... 40
Gargoyles, Description of..... 87
Graduates for 1911 —
Woodward High School..... 150
Hughes High School..... 150
Walnut Hills High School.... 151
Graduation Exercises, June 9, 1911 147-149
Handman, Charles W., Remarks, 110
Heck, Miss Jean Olive, Ode to Thomas Hughes 105
Hoffheimer, Hon. Harry M., Remarks 69
Hughes High School, Historical Sketch 20
"Hughes," School Song.....80-81
Hughes Pennant 118

PAGE

Hughes, Thomas 13
Knowlton, Dr. Cyrus..... 35
Laying of Hughes Corner Stone.. 57
Logan, Mrs. Helen Goodman, Poem, "New Hughes"..... 61
Marvin, Dr. S. B., Presentation of the Keys..... 99
Nelson, Mrs. Mary Helen Lathrop, Poem, "Alma Mater".... 104
"New Hughes," Poem..... 61
Ode to Thomas Hughes..... 105
Prayer —
Dr. Henry Englander..... 65
Dr. Louis Grossman..... 91
Dr. David Philipson..... 53
Ritchey, J. Warren, Remarks.... 79
Schwab, Hon. Louis, Address... 83
Semi - Centennial, Hughes and Woodward High Schools..... 43
Shockley, Albert D., Remarks, 55, 66, 105
Shroder, Hon. Jacob, Acceptance of the Keys..... 101
Strauss, Walter H., Remarks.... 75
Sundial, Presented by Mrs. John H. Frey 117
Teachers in Hughes High School —
1847-1910 24
1910-1911 25
Thornton, Dr. Joseph L..... 37
West, Dr. Andrew F., Address.. 107

Illustrations

PAGE

Gargoyles 85

Greenwood Hall 9

Hughes Alumnal Association —
- Decoration Committee 114
- Executive Committee 10

Hughes Fund Trustees..... 48

Hughes High School..... 5

Hughes High School —
- Baseball Team 124
- Botany Laboratory 122
- Chemical Laboratory 122
- Class of 1912..... 119
- Class of 1913..... 120
- Class of 1914..... 120
- Domestic Science 123
- Gymnasium 121
- Manual Training 124
- Sundial 116
- Tablets.....12, 29, 42

"Hughes," Music and Words.... 80

Hughes, Thomas —
- Copy of His Will.....14-17
- Monument in Spring Grove... 73

Hughes-Woodward —
- First Commencement Program, 28
- Report 19
- Tuition Bill 18

PAGE

New Hughes —
- Auditorium on Dedication Day, 113
- Laying of Corner Stone..... 50
- Main Entrance 119

Old Hughes 2, 63

Portraits —
- Aikin, Louis E..... 79
- Barney, H. H..... 26
- Bromwell, Hon. Jacob H..... 56
- Class of 1911.....125, 146
- Coy, Dr. Eliab Washburn..... 92
- Crawford, Miss Clarissa..... 74
- Dyer, Dr. F. B..... 95
- Edwards, John M..... 38
- Englander, Dr. Henry..... 64
- Grossman, Dr. Louis..... 90
- Handman, Charles W..... 109
- Hoffheimer, Hon. Harry M... 68
- Knowlton, Dr. Cyrus..... 34
- Marvin, Dr. S. B..... 98
- Philipson, Dr. David..... 52
- Ritchey, J. Warren..... 79
- Schwab, Hon. Louis..... 82
- Shockley, Albert D..... 54
- Shroder, Hon. Jacob..... 100
- Stephens, Charles H..... 46
- Strauss, Walter H..... 74
- Tatem, H. H..... 47
- Thornton, Dr. Joseph L..... 36
- West, Dr. Andrew F..... 106
- Withrow, Dr. John M..... 86

THE EBBERT & RICHARDSON CO.
PRINTERS
CINCINNATI

MIAMI VALLEY
GENEALOGICAL SOCIETY
P. O. BOX 1364
DAYTON, OHIO 45401